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## PREFACE.

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To point out defects in existing Spellers, which have led the Author and the Publishers to undertake a new work in Orthography and Etymology, would be an ungracious and disagreeable task. It is easier to state in few words what ends have been sought in the book now submitted to Teachers and Boards of Education, with reference to existing demands.

1. The anomalies of English Spelling need to be met by a system of *Diacritical Marks*, which shall determine at a glance the true pronunciation of every word. The marks in Webster's Unabridged Dictionary have been chosen as, on the whole, best adapted to this purpose,—if for no other reason, because it is well to introduce the scholar as early as possible to an intelligent use of that invaluable work. The main object, however, is to have the marks thoroughly understood and constantly associated with the sounds which they indicate, thus realizing essentially the phonetic ideal—one character to each sound, and only one sound to each character.

The consonants, representing less variety of sounds than the vowels, have required fewer marks; but these are found in many syllables unaccented, as well as accented, throughout the book, where their respective sounds occur in oral lessons. For example, *ġ*, so marked, has always the sound of *j* in *jet*, while *g* has invariably the sound of *g* in *get*. When these and the other marks are once familiar, the scholar will proceed without that perplexing uncertainty which often embarrasses effort.

Vowels have been marked only in monosyllables and accented syllables, excepting where error seemed likely to result from the absence of marks. The obscure sounds represented by most vowels in unaccented syllables can not well be indicated by signs, but are best learned from the voice of the teacher.

2. The Dictation Lessons, especially in PART I, may be merely read by the youngest pupils; and to this end their pronunciation has been carefully marked. In general, it may be said that the book has been prepared with reference to the wants of all classes which require a Speller; more or fewer of the directions being followed, according to the grade of the class. Those who are too young for written exercises or for Dictionary study can at least spell the words in the columns orally, now and then omitting a final column of longer words at the Teacher's discretion. Thus the book can be used during several successive years, by varying the method.

3. The exercises in transformation of words, in PART II, are designed to lead the student to think, and to find out for himself some of the laws of Language. To this end directions have been given in the plainest words, before grammatical terms were introduced, in the hope that these terms may have a more rational and less conventional force when they become familiar.

The work is respectfully submitted to the candid judgment of all who are engaged or interested in the work of elementary education.

# GRADED-SCHOOL SPELLER.

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## INTRODUCTION.

**Definitions.**—1. A **Word** is that which is spoken or written as the sign of an idea.

Each **spoken word** consists of one or more *simple sounds*, formed by air proceeding from the lungs, and articulated or modified by the organs of speech. These organs are the lips, teeth, tongue, palate, the roof of the mouth, and the cavities of the nose.

2. In *speaking* English, we utter about forty-two simple or elementary sounds. These are represented in *writing* by only twenty-six characters, called **Letters**.

It follows that a single letter must sometimes serve for more than one sound; and this occurs the oftener because five characters are really useless, their sounds being represented by other letters. They are *c, j, q, x, and y*. In this book the correct sounds of the letters in each word will be indicated by *diacritical marks*, as in the tables on pages 7 and 8.

3. A **Syllable** is so much of a word as is uttered by a single impulse or effort of the voice. A word may consist of one or more syllables, and a syllable may consist of one or more letters. Thus, *a, I, O, strength, prompt*, are all complete words of one syllable each. *A-loud* is a word of two syllables, the first consisting of one letter, and the second of four letters.

A **Monosyllable** is a word of one syllable; *e. g.*, *man*.

A **Dissyllable** is a word of two syllables; “ *hu’mán*.

A **Trisyllable** is a word of three syllables; “ *hu’mán ly*.

A **Polysyllable** is a word of many syllables; “ *hu man i ta’rí an*.

4 **Accent** is the more forcible utterance of one syllable than others. Long words sometimes have two or more accents; *e. g.*, in *an’ti pes’ti len’tial*, the chief or primary accent is on the fifth syllable; the secondary or lighter accents, on the first and third.

5. Letters are divided into **Vowels** and **Consonants**. A

*vowel* represents a pure sound of the voice, not impeded by the teeth or lips. The letters *a*, *e*, and *o* are always vowels; *i*, *u*, *w*, and *y* are sometimes vowels and sometimes consonants.

Thus, *i* in *al'ien* and *y* in *law'yer* represent the same *consonant sound*; *i* in *pin* and *y* in *hymn* represent the same *vowel sound*. *U* in *quit* represents the same consonant sound as *w* in *win*; while *w* in *few* represents the same vowel sound as *u* in *due*.

6. A **Diphthong** is the union of two vowel sounds in one syllable; as, *noise*, *mouse*. When two vowels are written, but only one is pronounced, the combination is called a **digraph**; *e. g.*, *great*, *peace*.

A **Trigraph** is the union of three vowels in one syllable; as, *view*. Most of the digraphs and trigraphs in use will be found in the table, page 7.

7. A *consonant* represents a sound more or less obstructed, in articulation, by the organs of speech. Sounds represented by consonants are seldom used except in connection with vocals; but some of them can be used almost like vocals to form syllables with other consonantal sounds; as, *l* with *b* in *babble*, with *p* in *apple*, etc.

8. Consonants are subdivided into *Subvocals* and *Aspirates*; and again into *Labials*, *Dentals*, *Linguals*, *Palatals*, and *Nasals*, according as the sounds are modified chiefly by the lips, teeth, tongue, palate, or nasal cavities. These divisions will be seen in the second table, page 8.

9. A **Subvocal** is a vocal or resonant sound more or less impeded by the organs of speech. An **Aspirate** is not a sound of the voice, but only an emission of the breath, modified or articulated by the lips, teeth, etc. *B* and *d* are subvocals; *p* and *t*, aspirates.

10. With regard to their shape and size, letters are of two kinds: *Capitals* and *Small*, or *Lower-case, letters*. A capital letter must be used at the beginning of every proper noun (see Lesson 78); of every sentence, every line of poetry, and every direct quotation; of all names of the Deity; of all important words in titles of books or chapters; of all adjectives derived from proper names; of all titles of honor or office. *These rules will be exemplified in the Dictation Exercises.*

# TABLES OF ELEMENTARY SOUNDS.

## I. — VOCALS.

1. *ā* as in *āte*; *āi* in *āid*; *āo* in *gāol*; *āu* in *gāuge*; *āy* in *bāy*;  
*e* in *fete*; *eā* in *greāt*; *ei* in *vein*; *ey* in *they*.
2. *ǣ* as in *hăt*; *ǣi* in *plăid*; *uă* in *guăranty*.
3. *â* as in *câre*; *âi* in *fâir*; *ê* in *thêre*; *eā* in *beâr*; *êi* in *lêir*.
4. *ä* as in *ärm*; *äu* in *hăunt*; *eä* in *heärt*; *uä* in *guărd*.
5. *â* as in *âsk*, *dânce*, *grâss*, *pâst*; *âu* in *drăught*.
6. *ą* as in *ąll*; *ąu* in *hąul*; *ąw* in *bąwl*; *eō* in *Geōrge*; *ō* in  
*fōrm*; *oą* in *broad*; *ou* in *bought*.
7. *ą* as in *whąt*; *ō* in *nōt*; *ou* in *hough*; *ow* in *knōwl'edge*.
8. *ē* as in *ēve*; *ī* in *plique*; *ee* in *meet*; *aē* in *Caē'gar*; *ēa* in  
*mēad*; *ēi* in *sēize*; *ēo* in *pēo'ple*; *ēy* in *kēy*; *iē* in *fiēld*;  
*uay* in *quay*.
9. *ě* as in *ěnd*; *ěa* in *brěad*; *a* in *many*; *ai* in *said*; *ay* in  
*says*; *ēi* in *hēif'er*; *ěo* in *fěoff*; *iě* in *friēnd*; *oě* in *asa-*  
*foět'ida*; *u* in *bury*.
10. *ē* as in *těrm*; *ěa* in *sěarch*; *ī* in *sīr*; *o* in *work*; *ū* in *ūrge*;  
*uē* in *guēr'don*; *ŷ* in *mŷrrh*.
11. *ī* as in *īce*; *ai* in *aisle*; *ay* in *aye*; *eī* in *height*; *īe* in *die*;  
*oi* in *choir*; *ui* in *guide*; *ŷ* in *fly*.
12. *ī* as in *pīn*; *e* in *Eng'land*; *ee* in *been*; *īe* in *sīeve*; *o* in  
*wom'en*; *u* in *busy*; *ui* in *buīld*; *ŷ* in *mŷth*.
13. *ō* as in *ōld*; *ōa* in *bōat*; *ōu* in *sōul*; *au* in *haut'boy*; *eau* in  
*beau*; *eō* in *yeōman*; *ew* in *sew*; *ōe* in *hōe*; *ōo* in *dōor*;  
*ōw* in *blōw*.
14. *o* as in *mōve*; *ōo* in *tōol*; *ou* in *througħ*; *ew* in *crew*; *u* in  
*ruđe*.
15. *o* as in *wōlf*; *ōō* in *bōok*; *u* in *pull*; *ou* in *cōuld*.
16. *ū* as in *ūse*; *ūi* in *sūit*; *eaū* in *beaū'ty*; *eo* in *feod*; *eū* in  
*feūd*; *ew* in *few*; *iew* in *view*; *ieū* in *adieū*; *oeū* in  
*manoeū'vre*.
17. *ū* as in *ūs*; *ō* in *cōme*; *oo* in *flood*; *ou* in *trōuble*.

It will be seen, then, that *a* represents eight distinct sounds, *e* six, *i* four, *o* eight, *u* seven, and *y* three, although several of these sounds are common to two or more vowels.



## TABLES OF CONTENTS

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SECRET

e in  $\frac{1}{2} \pi$   $\frac{\pi}{2}$   $\frac{3}{2} \pi$   $\pi$

as it is: I am a man of letters, and I have been

as in the case of the other two.

as in Item 1 - 1980-1981

as in the case of the other two.

AS IN 4

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as in ice: as in ice:

oil in choice. — in France — in the

as in pin:                     

women: 212

as in old;  $\bar{o}_a = \bar{e}_a$

beau; eō in re-  
beau; eō in re-

ow in blōw.

as in ing

rupe.

o as in wolf: oo in book: u in put

As in the first case, the second case is also a special case of the first case.

feld; our in

maneuver.

7. It is its life; & in time; so in food: as in

RECEIVED

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*vowel* represents a pure sound of the voice, not impeded by the teeth or lips. The letters *a*, *e*, and *o* are always vowels; *i*, *u*, *w*, and *y* are sometimes vowels and sometimes consonants.

Thus, *i* in *al'ien* and *y* in *law'yer* represent the same *consonant sound*; *i* in *pin* and *y* in *hymn* represent the same *vowel sound*. *U* in *quit* represents the same consonant sound as *w* in *win*; while *w* in *few* represents the same vowel sound as *u* in *due*.

6. A **Diphthong** is the union of two vowel sounds in one syllable; as, *noise*, *mouse*. When two vowels are written, but only one is pronounced, the combination is called a **digraph**; e. g., *great*, *peace*.

A **Trigraph** is the union of three vowels in one syllable; as, *view*. Most of the digraphs and trigraphs in use will be found in the table, page 7.

7. A *consonant* represents a sound more or less obstructed, in articulation, by the organs of speech. Sounds represented by consonants are seldom used except in connection with vocals; but some of them can be used almost like vocals to form syllables with other consonantal sounds; as, *l* with *b* in *babble*, with *p* in *apple*, etc.

8. Consonants are subdivided into *Subvocals* and *Aspirates*; and again into *Labials*, *Dentals*, *Linguals*, *Palatals*, and *Nasals*, according as the sounds are modified chiefly by the lips, teeth, tongue, palate, or nasal cavities. These divisions will be seen in the second table, page 8.

9. A **Subvocal** is a vocal or resonant sound more or less impeded by the organs of speech. An **Aspirate** is not a sound of the voice, but only an emission of the breath, modified or articulated by the lips, teeth, etc. *B* and *d* are subvocals; *p* and *t*, aspirates.

10. With regard to their shape and size, letters are of two kinds: *Capitals* and *Small*, or *Lower-case, letters*. A capital letter must be used at the beginning of every proper noun (see Lesson 78); of every sentence, every line of poetry, and every direct quotation; of all names of the Deity; of all important words in titles of books or chapters; of all adjectives derived from proper names; of all titles of honor or office. *These rules will be exemplified in the Dictation Exercises.*

## TABLES OF ELEMENTARY SOUNDS.

### I. — VOCALS.

1. *ā* as in *āte*; *āi* in *āid*; *āo* in *gāol*; *āu* in *gāuge*; *āy* in *bāy*;  
*e* in *fēte*; *eā* in *greāt*; *ei* in *vein*; *ey* in *they*.
2. *ǣ* as in *hăt*; *ǣi* in *plăid*; *uă* in *guăranty*.
3. *â* as in *câre*; *âi* in *fâir*; *ê* in *thêre*; *eā* in *beār*; *êi* in *hêir*.
4. *ä* as in *ärm*; *äu* in *hăunt*; *eă* in *heărt*; *uă* in *guărd*.
5. *â* as in *âsk*, *dânce*, *grăss*, *păst*; *âu* in *drăught*.
6. *ą* as in *ąll*; *ąu* in *hąul*; *ąw* in *bąwl*; *eō* in *Geōrge*; *ō* in  
*fōrm*; *oą* in *broad*; *ou* in *bought*.
7. *ą* as in *whąt*; *ō* in *nōt*; *ou* in *hough*; *ow* in *knōwl'edgē*.
8. *ē* as in *ēve*; *ī* in *pique*; *ee* in *meet*; *aē* in *Caē'sar*; *ēa* in  
*mēad*; *ēi* in *sēize*; *eo* in *pēo'ple*; *ēy* in *kēy*; *iē* in *fiēld*;  
*uay* in *quay*.
9. *ě* as in *ěnd*; *ěa* in *brěad*; *a* in *many*; *ai* in *said*; *ay* in  
*says*; *ěi* in *hěif'er*; *ěo* in *fěoff*; *iě* in *friěnd*; *oě* in *asa-*  
*foět'ida*; *u* in *bury*.
10. *ē* as in *tērm*; *ēa* in *sēarch*; *ī* in *sīr*; *o* in *work*; *ū* in *ūrge*;  
*uē* in *guēr'don*; *ȳ* in *mȳrrh*.
11. *ī* as in *īce*; *ai* in *aisle*; *ay* in *aye*; *eī* in *height*; *īe* in *dīe*;  
*oi* in *ehoīr*; *ui* in *guīde*; *ȳ* in *flȳ*.
12. *ī* as in *pīn*; *e* in *Eng'land*; *ee* in *been*; *īe* in *sīeve*; *o* in  
*wom'en*; *u* in *busy*; *ui* in *buīld*; *ȳ* in *mȳth*.
13. *ō* as in *ōld*; *ōa* in *bōat*; *ou* in *sōul*; *au* in *haut'boy*; *eau* in  
*beau*; *eō* in *yeōman*; *ew* in *sew*; *ōe* in *hōe*; *ōo* in *dōor*;  
*ōw* in *blōw*.
14. *o* as in *mōve*; *ōo* in *tōol*; *ou* in *througħ*; *ew* in *crew*; *u* in  
*rudē*.
15. *o* as in *wōlf*; *ōō* in *bōōk*; *u* in *pull*; *ou* in *cōuld*.
16. *ū* as in *ūse*; *ūi* in *sūit*; *eaū* in *beaū'ty*; *eo* in *feod*; *eū* in  
*feūd*; *ew* in *few*; *iew* in *view*; *ieū* in *adieū*; *oeū* in  
*manoeū'vre*.
17. *ū* as in *ūs*; *ō* in *cōme*; *oo* in *flood*; *ou* in *trōuble*.

It will be seen, then, that *a* represents eight distinct sounds, *e* six, *i* four, *o* eight, *u* seven, and *y* three, although several of these sounds are common to two or more vowels.

First Diphthong: oi in noise; oy in boy.

Second " ou in our; ow in bow.

## II.—SUBVOCALS AND ASPIRATES.

### SUBVOCALS.

### ASPIRATES.

#### *Labials.*

- |   |                            |
|---|----------------------------|
| 1. b in babe.                             | 2. p in pope.              |
| 3. v in veer; f in of; ph<br>in Ste'phen. | 4. f in fear; ph in phase. |
| 5. w in wen; u in quit.                   | 6. wh in when.             |
| 7. m in mere.                             |                            |

#### *Dentals.*

- |  |  |
|--|--|
| 8. d in do.  | 9. t in to.                                    |
| 10. j in jet; g in gem.                              | 11. ch in cheat.                               |
| 12. z in zinc; g in roge; x<br>in xe'bee; c in sice. | 13. s in sink; ç in çistern; z in<br>quartz.   |
| 14. z in azure; g in rouge;<br>s in ra'gure.         | 15. sh in shore; s in sure; çh<br>in chev'ron. |
| 16. th in thine.                                     | 17. th in thin.                                |

#### *Palatals.*

- |               |   |
|---------------|---|
| 18. ġ in ġaġ. | 19. k in kirk; e in eat; eh in<br>ache; q in liq'uor. |
| 20. y in yes. |   |
|               | 21. h in helm.  |

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### *Nasals.*

### *Linguals.*

- |                             |                |
|-----------------------------|----------------|
| 22. n in noon.              | 24. l in lily. |
| 23. ñ in ñk, fin'ger, minx. | 25. r in rare. |

NOTE that nine subvocals have corresponding aspirates. At each position of the organs of speech, the sound emitted may either be vocal—*i. e.*, sonorous, or resonant—or it may be merely a breathing. Many errors arise from confounding these two classes of sounds.

# PART I.

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## I. SOUNDS OF THE VOWELS.

### Lesson 1. — *ā as in āge.*

āge	bāy	fāce	grāy	sāme	rāil
eāge	dāy	pāce	prāy	frāme	sāil
rāge	gāy	rāce	drāy	flāme	pāil
sāge	māy	lāce	trāy	blāme	gāin
pāge	sāy	māte	brāy	bāthe	māin
wāge	nāy	sāfe	frāy	drāpe	pāin
māze	pāy	fāme	plāy	grāpe	twāin
gāze	wāy	tāme	strāy	erāpe	brāin
dāze	lāy	lāme	sprāy	serāpe	trāin

### Lesson 2. — *ā is also represented by ei and ey, eā and āi.*

vein	they	yeā	rānge	faith	chāin
veil	prey	greāt	grānge	māize	grāin
rein	whey	breāk	chānge	frāil	plāin
skēin	o bey'	steāk	strānge	prāise	sprāin

### Lesson 3. — *Write from Dictation :*

Ann hās a tāme erōw; it will ēat cōrn frōm hēr hānd.  
 It īs lāme īn ōne lēg. Ann tōok cāre ōf it whēn it wās hūrt;  
 sō it dōes nōt fēar Ann; būt ās sōon ās it wās wēll, it stōle  
 hēr lāce. I prāise Ann fōr bē'ing kind; būt I dō nōt prāise  
 the erōw, fōr it īs a thīef. — They sāv the reīgn'ing prīnce  
 drāv hīs reīn, īn a hēav'y rāin, ānd spēak tō the erōwd.

Lesson 4. — *ă as in făt.*

ăt	băd	wăḡ	wăx	Ann	hăve
făt	lăd	brăḡ	tăx	Dăn	ḡlăd
hăt	săd	erăḡ	lăx	ănd	plăid
thăt	măd	drăḡ	Măx	hănd	snăp
eăp	măn	ḡăḡ	flăx	lănd	trăp
măp	păn	răḡ	făet	ḡrănd	străp
răp	tăn	săḡ	eătch	răek	trăet
tăp	răn	băḡ	mătch	quăek	rănch

Lesson 5. — *â as in âir.*

bâre <sup>1</sup>	âir <sup>2</sup>	beâr <sup>1</sup>	êre <sup>3</sup>	blâre
eâre	fâir	weâr <sup>4</sup>	thêre	flâre
dâre	lâir	teâr	whêre	ḡlâre
fâre	hâir	peâr <sup>2</sup>	hêir <sup>3</sup>	shâre
hâre	pâir <sup>2</sup>	sweâr	prâyer	snâre
pâre <sup>2</sup>	châir	wâre <sup>4</sup>	squâre	spâre
râre	stâir	seâre	seârḡe	stâre

Lesson 6. — *Write from Dictation:*

Dô you see thăt măn in the cărt? Hîḡ năme îḡ Măx. Hē îḡ sêll'ing tîn-wăre. If you căn spăre mē tēn ḡēnts, I căn buy a tîn cūp. — Yēs, you măy hăve a cūp, ănd I will buy a tîn păn ôf Măx. — A rănch îḡ a grēat fărḡm whêre âre ma'ny cows ănd hōrs'es. Thêre âre hŭts fôr the mēn whô tăke căre ôf the hêrdḡ. Dăn lîves ōn a rănch. — Căn you pâre a peâr with a pâir ôf shēarg? — The fâir-hăired hêir tō the thrōne saw eîght beârḡ<sup>1</sup> in theîr lâir.

<sup>1</sup> Băre, uncovered; beâr, to endure; beâr, an animal.

<sup>2</sup> Păre, to peel; pâir, two belonging together; peâr, a kind of fruit.

<sup>3</sup> Âir, the atmosphere; êre, before; hêir, one who inherits.

<sup>4</sup> Wăre, what is sold; weâr, to use as clothing.

## Lesson 7. — ä as in färm.

bär	märt	spä	däunt	heärt
eär	härm	äh	häunt	heärth
fär	chärm	spär	fläunt	güard
stär	pärch	eälf	gäunt	quälm
därk	märch	hälf	väunt	dähl'ia
bärk	stärch	bäth	päth	güa'vä

## Lesson 8. — ä as in fäst.

äsk	stäff	päss	dänce	äfter
bäsk	quäff	mäss	chänt	räft'er
eäsk	gräft	gäsp	chänge	ghäst'ly
fläsk	däft	räsp	tränge	eäst'or
mäst	dräft	wäft	bränc	dän'cer
mäsk	bläst	räft	bräss	prän'cer

## Lesson 9. — a as in fall.

ball	sält	draw	brôad	ought (awt)
eall	eälk	flaw	fôrm	fôught
wall	wälk	fault	stôrm	wrôught
hall	ta/k	fraud	nôrth	sôught
pall	ba/k	taught	lôrd	thôught
tall	cha/k	fraught	stôrk	seôrch

## Lesson 10.—Write from Dictation:

A stôrk is a lóng-lëg'ged bîrd, thät likes to wäde in a mârsh. In süm'mer it göes fâr nôrth, büt in win'ter it seeks the wärm'er länds of the south. Some pēr'sons thînk it brîngs good lüek, and they like to häve it pērch ön the rōôf of their house. In fäet, there is nō lüek büt thät which wē make fôr our-sëlves' bÿ hârd work. — The bëll callä us to our tâska.

## Lesson 11. — a as in what.

wan	what	nöt	gröt	öft	löng
wad	yacht	eöt	tröt	löft	göng
wand	squat	löt	seöt	söft	söng
wash	swan	blöt	shöt	göne	wörung
wasp	fönd	plöt	knöt	löst	thörung
swamp	pönd	spöt	lödge	eöst	ströng

NOTE.—The words in the last two columns have their vowel sound somewhat longer than a, but shorter than ä.

## Lesson 12. — ē as in ēve.

ēke	see	ēat	beet	hēath
gēde	free	mēat	feet	shēaf
mēte	glee	bēat	meet	whēat
hēre	tree	sēat	greet	erēam
mēre	meek	feat	sweet	glēam
sēre	seek	pēat	street	strēam
tēam	keel	ēach	sheer	frēak
sēam	heel	ēast	queer	strēak
bēam	reel	lēast	steer	lēague

## Lesson 13.—Write from Dictation:

The beet is a rōöt, fröm whōse sweet jūice sug'ar māy bē mādē.—Is it right tō bēat a pōör döğ whīch hās dōne yōu nō hārm?—The trāin is hēre; dō yōu nōt hēar it?—Aft'er sūch a fēat öf wāk'ing, āre nōt yōur feet vēr'y tired?—What a hārd knöt! I cān nōt untie' it. Will yōu hēlp mē?—Wē hād a sāl in mý bróth'er's yacht.

"Sōme'times ön lōnely moun'tain mēres,  
I find a mäg'ie bārk;  
I leap ön bōard; nō hēlm'sman steers;  
I float till all is dārk."

**Lesson 14.** — *Sound of ē continued.*

In some words derived from the French, *i* represents this sound.

kēy	pēach	pīque	po liçé'	e lite' (â lête)
quay (kē)	rēach	élique	va lise'	dé briś' (-brē)
beef	prēach	ob lique'	ea priçe'	fa tīgūe'
reef	shēath	an tiqūe'	ra vine'	in triqūe'
meek	wrēath	u nīque'	ma rīne'	euī rāss' (kwē)
cheek	drēam	eri tiqūe'	ma çhīne'	me ri'no
green	serēam	phy siqūe'	rou tine'	mos qui'to

**Lesson 15.** — *Ei and iē having the sound of ē.*

NOTE that of these two digraphs, *having this sound*, *c* is always followed by the first, except in *financier*; other consonants, usually by the second. Nearly all the exceptions are in the last column.

biēr	niēce	fiēld	de çeīve'	sēine
piēr	piēce	yield	re çeīve'	sēize
tiēr	briēf	shiēld	per çeīve'	wēir
fiēf	chiēf	priēst	re çēipt'	wēird
liēn	griēf	friēze	eon çeit'	sēiz'ure
liēf	thiēf	shriēk	dis sēize'	lei'sure
miēn	fiēnd	fiērçe	eash iēr'	sēign'ior
liēge	griēve	piērçe	fron tiēr'	ēi'ther
siēge	wiēld	tiērçe	re triēve'	nēi'ther

**Lesson 16.** — *Write from Dictation:*

A fiērçe dōg sēized a thiēf up ōn' the quay, ānd hēld hīm un tīl' the po liçe' eould eōme. Hē wās a riv'er-thiēf, ānd hād stōl'en a valīse' frōm a yacht whīch lāy āt the piēr. Dō yōu thīnk hē fēlt griēved? Hē nēi'ther shriēked nōr mōved, būt wāit ed tō bē cār'ried ōff tō jāil. The dōg's teeth hēld hīm fāst.



Lesson 17. — *ë as in ënd.*

bënd	hënce	dëpth	dëad	hër'on
sënd	thënce	lëngth	hëad	hër'ald
lënd	whënce	strëngth	brëad	bër'yl
ëlm	dress	hëlve	hëalth	gën'tle
hëlm	güess	twëlve	wëalth	ëld'er
whëlm	strëss	twëlfth	stëalth	shël'ter
bënc	wëdge	strëtch	dëath	mër'ry
quënc	hëdge	skëtch	brëath	për'ry
wrënc	slëdge	wrëtch	elëanse	whër'ry

Lesson 18. — *Same Sound Continued.*

says (sëz)	a gain' (-gën)	a'ny (ën'y)	rëad'y	hëif'er
said (sëd)	a gainst' (-gëust)	ma ny (mën-)	hëad'y	zëal'ot
saith (sëth)	in stëad'	pën'ny	stëad'y	jëal'ous
rëalm	de fënd'	bur'y <sup>1</sup>	hëav'en	lëop'ard
thrëad	in tënd'	fër'ry	lëav'en	plëas'ant
sprëad	be friënd'	bër'ry <sup>1</sup>	dëad'en	mëad'ow

Lesson 19. — *Write from Dictation.*

A pound of fëath'ers is nëi'ther light'er nör hëav'ier thän a pound of lëad. — A boy bënt his bōw, and sënt tën ār'rōws in'to a tär'get ön the ëlm tree. — A hërd of sëv'en hëif'ers pást'ured in the plëas'ant mëad'ōws. — Mill'ions fôr defënsë'; nót one cënt fôr trib'ute. — Ear'ly tō béd änd ear'ly tō risë märke a män hëalth'y änd wëalth'y änd wisë. — Hëav'en bë-friënds' thōgë whō äre rëad'y tō bëfriënd thëir fël'low-mën. — We saw a hër'on nëar the fër'ry.

<sup>1</sup> *Bu'ry* (pronounced *berry*), *to inter*; *bër'ry*, a *small fruit*.

**Lesson 20.** — ē as in ěrr; ĭ in sĭr; o in word; ŭ in ŭrge.

These elements are so nearly alike that they may well be studied together. But ě and ĭ must have a more delicate and less guttural sound before r than o and ŭ.

hĕr	sĭr	eŭr	word	ĕar'ly
wĕre	stĭr	fŭr <sup>2</sup>	work	mĕr'cy
ĕrst	fĭr <sup>2</sup>	bŭr	worm	wor'ry
ġerm	fĭrm	pŭr	worse	wor'ship
bĕrth <sup>1</sup>	fĭrst	spŭr	world	wor'thy
vĕrse	bĭrd	eŭrve	worth	mŭr'mŭr
vĕrge	bĭrch	pŭrse	ĕarn	hĕr'mĭt
elĕrk	bĭrth <sup>1</sup>	bŭrst	lĕarn	pĕr'sŏn
mĕrge	mŷrrh	nŭrse	pĕarl	mĕr'ġer

**Lesson 21.** — ĭ as in ĭce; y in fly.

mĭne	ery	nĭgh	wĭld	thŷme
pĭne	trŷ	sĭgh	chĭld	rhŷme
nĭne	frŷ	hĭgh	blĭnd	ehŷme
thĭne	slŷ	lĭgh	kĭnd	ehŷle
twĭne	flŷ	nĭgh	wĭre	sĭgn
brĭne	drŷ	brĭgh	tĭre	shrĭne
lĭfe	stŷ	frĭgh	sĭre	strĭve
wĭfe	sprŷ	slĭgh	fĭre	thrĭve

**Lesson 22.** — *Write from Dictation:*

The ĕr'mĭne ĭs a kĭnd ōf wĕa'ġel, wĭth sŏft whĭte fŭr, whĭch ĭs wŏrth a hĭgh prĭġe. It lĭves ĭn the nŏrth. — Ma'ny pĭne ānd fĭr-trees ġrŏw ĭn nŏrth'ern fŏr'ests. — Thŷme rhŷmes wĭth ehŷme, ānd sĭgn wĭth shrĭne. — It ĭs the mĕr'ġer's bĭrth-dāy.

<sup>1</sup> Bĕrth, a sleeping-place in a ship; bĭrth, the beginning of life.

<sup>2</sup> Fĭr, a kind of tree; fŭr, the soft, hairy skin of some animals.

**Lesson 23.** — *i and y (continued).*

äyē (ī) <sup>1</sup>	eyē <sup>1</sup>	aīse	ehoir (kwīre)	gneīss
buȳ	bȳre	gūile	geȳser	stȳle
dȳe	pȳre	gūise	eīder	wȳnd <sup>2</sup>
lȳe	lȳre	gūide	çȳele	scȳthe
rȳe <sup>2</sup>	Tȳre	heīght	drȳad	gȳve
wrȳ <sup>2</sup>	tȳpe	sleīght	tȳrant	gȳre

**Lesson 24.** — *i as in pin, y in myth.*

nīb	hȳmn	īnch	vīe'ar	sȳn'od
rīb	lȳnx	pīnch	gīv'en	çȳn'ie
glīb	mȳth	fīnch	rīv'en	mȳs'tie
gīve	sȳlph	rīdge	Mil'an	lȳr'ie
līve	nȳmph	mīdge	trīb'ūne	çȳg'net
brīg	trȳst	brīdge	trīb'ūte	sȳs'tem
shīp	rhȳthm	frīnge	sil'ver	sȳm'bol

**Lesson 25.** — *Same sound continued.*

Both i and y, when unaccented at the end of words, have this sound.

pē'rī	lā'dy	glō'ry	Mīs sou'rī
Lo'dī	līl'y	stō'ry	Mīs'sīs sīp'pī
Vēr'dī	bā'by	pān'sy	Çīn'çīn nā'tī
As'tī	beaū'ty	clāi'sy	Yp'sī lān'tī

**Lesson 26.** — *Write from Dictation:*

Mil'an īs a fine çīt'y īn nōrth'ern It'a lȳ. — Tȳre waȳ a rīch trād'īng çīt'y, three thou'sand yearȳ a-gō'. — The Mīs'sīs sīp'pī, wīth the Mīs sou'rī, īts chīef brānch, īs the lōng'est rīv'er īn the world. īts chān'nel wīnds <sup>2</sup> īn āll dī rēc'tīons. — Yp'sī-lān'tī, īn Mīçh'i gān, waȳ nāmed frōm a Greek prīnçe.

<sup>1</sup> Aye, yes; eye, the organ of vision.

<sup>2</sup> Rȳe, a grain; wrȳ, twisted.

<sup>3</sup> Wȳnd, a narrow lane; wīnd, to turn.

Lesson 27. — *ō as in old.*

bōld	hōe	ōats	slōw	rōad	hōst
eōld	fōe	ōath	blōw	gōad	rōll
gōld	wōe	lōath	thrōw <sup>1</sup>	lōad	pōll
bōat	dōe	bōth	flōw	tōad	serōll
eōat	thrōe <sup>1</sup>	slōth	rōw	eōach	tōll
gōat	eōax	rōte	knōw	eōast	quōth
gōal	hōax	dōle	trōw	rōast	eōlt

Lesson 28. — *Same sound continued.*

sew <sup>2</sup> (sō)	fōur	blōat	bōard	lōre	swōrd
sōw <sup>2</sup>	pōur	flōat	hōard	mōre	swōrn
sōul	rōar	thrōat	hōarse	stōre	seōpe
beau (bō)	dōor	whōle	eōarse	seōre	slōpe
bōwl	flōor	stōle	mōurn	snōre	grōpe

Lesson 29. — *o as in move; ou in soup; u in rude; oo in moon.*

dō	lōse	drew	suit	juice	mōve
tō <sup>3</sup>	whōse	grew	bruit	sluice	prōve
tōō <sup>3</sup>	tōmb	trūe	fruit	eruise	eōol
twō <sup>3</sup>	bōom	ryth	erude	tōoth	spōol
whō	glōom	trūth	trūce	smōoth	swōon

Lesson 30. — *Write from Dictation:*

Twō mēn wēnt ūp in'tō the tēm'ple tō prāy. — Twō bōōks  
 āre tōō ma'ny tō rēad in twō hōurs. — Mý twō friēnds wēnt  
 tō Lōn'don, ānd tō Ox'ford, tōō. — Whēn I sōw whēat, I sōw  
 sō<sup>2</sup>; bŭt whēn I sew a sēam, I sew sō. — Cān yō thrōw a stōne  
 fōur rōds? — Whōse bōat crūises nēar the shōre?

<sup>1</sup> Thrōe, extreme pain; thrōw, to fling.

<sup>2</sup> Sew, to close with a seam; sōw, to scatter; sō, in this manner.

<sup>3</sup> Tō, approaching; tōō, also or excessively; twō, twice one.

**Lesson 31.** — o as in wolf; oo in book; u in pull; ou in could.

gōod	eōuld	put	pul'ley	pul'pit
wōod	wōuld	pull	pul'let	bush'el
hōod	shōuld	full	sug'ar (shōo-)	bul'bul
stōod	wolf	push	butch'er	book'ish
rōok	wōol	bush	wōod'y	wom'an
shōok	bōok	puss	hush'gar'	eush'ion
erōok	eōok	bull	huz zā'	pud'ding

**Lesson 32.** — ū as in ūse; ew in few.

hūe	new	ewe <sup>1</sup>	you <sup>1</sup>	beau'ty
fūme	few	feūd	your <sup>2</sup>	mū'sie
pūre	pew	view	ew'er <sup>2</sup>	hū'man
eūre	elew	lieū	dū'el	feūd'al
mūte	yew <sup>1</sup>	sūit	dū'ress	lū'cid
lūte	dew	plūme	dū'eal	pū'pil
flūte	Jew	flūme	eū'rate	tū'tor

**Lesson 33.** — *Write from Dictation:*

A hush'gar' is a light'ly armed hōrse'man. Al'mōst ev'ery ār'my in Eū'rope hās ōne ōr mōre trōops ōf hush'gars'. — The Dū'eal Pāl'ace in Vēn'ice stānds b'y the Grānd Ca-nāl'. The Dō'ges, ōr Dūkes, whō lived in it wēre chō'sen fōr life tō bē the chief rul'ers ōf the pēo'ple. The lāst ōf the Dō'ges wēnt out ōf ōffice, A. D. 1797; ānd Vēn'ice is nōw a pārt ōf the Kīng'dom ōf It'aly. It is a fine ōld cit'y, built ūp ōn' sēv'en ty-two is'lands, whīch āre con nēct'ed b'y three hūn'dred ānd six'ty brīdg'es. Few cit'ies hāve mōre beau'tiful viewg.

<sup>1</sup> Yew, a kind of tree; ewe, a female sheep; you, the person whom I address.

<sup>2</sup> Your, belonging to you; ewer, a pitcher; ūre, a wild bull.

**Lesson 34.** — ŭ as in ŭs; ỏ in cỏme.

bũd	done	lỏve	jũdge	mỏn'ey
bũt	ỏnẻ <sup>1</sup> (wũn)	dỏve	dũmb	eỏm'ing
bũlk	ỏnẻ (wũns)	glỏve	dũnẻ	wỏr'ry
bũlb	sỏn <sup>2</sup>	mỏnth	thũmb	ỏth'er
grũb	wỏn <sup>1</sup>	bỏmb	blỏod	mỏth'er
elũb	mỏnk	tỏngue	flood	brỏth'er
hũlk	sũn <sup>2</sup>	spỏnge	yoũng	smỏth'er

**Lesson 35.** — *Same sound continued.*

dũe'at	pũm'ẻ	eũr'rent	nỏth'ing
dũch'y	pũn'dẻt	fũr'row	thỏr'ough
dũch'ess	eũn'ning	hũr'ry	bỏr'ough
bũn'dle	elũm'sy	hũn'gry	eỏm'fort
hũn'dred	eũs'tom	jũs'tẻ	gỏv'ern
plũn'der	hũm'ble	pũb'lie	slỏv'en
bũt'ton	eoũg'in	bũt'tress	eỏl'or
bũt'ler	eoũp'le	doũb'le	trỏũb'le

**Lesson 36.** — *Write from Dictation:*

A dũe'at ẻs a piẻẻe ỏf mỏn'ey coined in a dũch'y; thỏt ẻs, in the domin'ion ỏf a dũke. A sil'vẻr dũe'at ẻs wỏrth a lit'tle mỏre thỏn a dỏl'lar, ỏnd a gỏld dũe'at hỏs doũb'le thỏt vỏl'ue. A dũch'ess ẻs ẻi'ther a dũke's wife ỏr a lỏ'dy wỏp rủẻs a dũch'y in hẻr ỏwn right. — The spỏnge wỏs onẻ thought tỏ bẻ a plỏnt, bũt ẻt ẻs now clỏssed ỏs ỏn ỏn'ẻmal. It remỏins' fixed tỏ the rỏck ỳn'dẻr the wỏ'tẻr, ỳn tẻl' sỏme dẻvẻr cỏmẻs ỏnd tears ẻt a-wỏy'. Lỏ'zy ỏnd sẻlf'ish pẻo'ple ỏre sỏmẻ'tẻmẻs cỏllẻd spỏn'ẻes, bẻcỏuse' they dỏ nỏth'ing bũt drỏw thẻir sũp pỏrt' from ỏth'ẻrs.

<sup>1</sup> One, 'a unit; won, the past tense of win.

<sup>2</sup> Sỏn, a male child; sũn, the source of light.

## Lesson 37.

In the following words, do not pronounce *u* as either *oo*, *joo* or *ichoo*.

dū'ty	fūt'ūre	grānd'eūr	nūi'sance
tū'lip	feat'ūre	lēet'ūre	lū'cid
stū'pid	pāst'ūre	tīnet'ūre	fōrt'ūne
Tūes'day	sūt'ūre	moist'ūre	tōrt'ūre
stāt'ūe	qīnet'ūre	joint'ūre	eōs'tūme
stāt'ūre	frāet'ūre	seulpt'ūre	vūlt'ūre
nāt'ūre	erēat'ūre	seript'ūre	rūpt'ūre
vērd'ūre	eūlt'ūre	pōst'ūre	ōrd'ūre

## Lesson 38.

In the following words, *e* is silent in the last syllable. See § 7. p. 6.

āp'ple	eās'tle	ōft'en	ē'ven	mȳr'tle
ān'gle	erā'dle	sōft'en	hēav'en	fīck'le
bēa'dle	bōg'gle	tō'ken	sēv'en	trī'fle
brīs'tle	serū'ple	brō'ken	lēav'en	fīd'dle
brīt'tle	bee'tle	būr'den	drīv'en	rīd'dle
qīr'ele	bū'gle	stōl'en	gīv'en	mīd'dle

## Lesson 39. — Write from Dictation:

Do you sāy *las cheer'* ōr lāst yēar? Shōuld wē sāy *thisheer'* or *this yēar*?—In a lēct'ūre ūp ōn' the fūt'ūre grānd'eūr ōf our eoūn'try, thēse wordz oe eūr': "Bīg'ness is nōt grēat'ness, bŭt bīg'ness is ōp'portū'nity, ānd ōp'portū'nity wēll ūsed is grēat'ness."—Mill'ions ōf stū'pid pēo'ple wīll nōt eōn'stitūte a grēat nā'tion thōugh they līve īn a grēat eoūn'try; bŭt īf eūlt'ūre ānd ēd'ūcā'tion āre ādd'ed tō the fōrt'ūne whīch āt'ūre hās be-stōwed ūp ōn' ūs, wē māy īn-deed' bē grēat.

**Lesson 40.**—*First Regular Diphthong: oi in coil; oy in joy.*

boil	joy	moist	al loy'	loy'al
foil	boy	hoist	de eoy'	roy'al
moil	toy	foist	an noy'	voy'age
toil	eoy	joist	em ploy'	oys'ter
soil	eloy	point	de stroy'	roist'er
join	troy	joint	re joice'	poi'son
eoin	buoÿ (bwôÿ)	poise	a noint'	moist'en
void	a hoy'	noise	ap point'	elois'ter

**Lesson 41.**—*Second Regular Diphthong: ou in our; ow in cow.*

how	hour <sup>1</sup>	gown	house	vouch
now	noun	down	mouse	eouch
eow	rout	town	rouse	erouch
bow	bound	brown	mouth	growl
prow	found	erown	south	seowl
brow	round	drown	shout	proud
plow	sound	frown	seout	shroud

**Lesson 42.**—*Write from Dictation:*

The sēc'ond diph'thong consists' ǒf the fǒurth ānd the fǒurteenth' vow'el-sounds ǒf Tā'ble I, pāge 7, pronounced' in quick suc'cēs'sion, thūs: ā-ōō'. It is a bād mistāke' tǒ put the flāt ǒr shǒrt sēc'ond sound ǒf *a* instēād' ǒf the fǒurth sound.—Put the strāy eow in'to our eow-house.—Whēn wē hāve lēārnēd our lēs'sons, wē shālł hāve ān hour tǒ play.—

“Wē chārgēd upōn' a flǒck ǒf gēese, ānd put thēm āll tǒ flight,

Ex'cept' ǒne stūr'dy gānder thāt thǒught tǒ shǒw ūs fight;  
Būt āh! wē knew a thīng ǒr twǒ; our cāp'tain wheeled the vān,

Wē routed hīm, wē seouted hīm, nǒr lǒst a sīn'gle mǎn!”

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<sup>1</sup> Our, *belonging to us*; hour, *a period of time*.



**Lesson 43.**—*Sound of ā continued from page 9.*

In French words, adopted without change, *e* has this sound.

deign	bey	Gāe'lie	de brīs' (-brē)	ān'gel
reign <sup>1</sup>	dey	mē lee'	bou quet' (-kā)	mān'ger
weigh	fete	dāi'ry	ero quet' (-kā)	rān'ger
neigh	feint	nā'bob	ero chet' (-shā)	rāi'ment
sleigh	gāuge	rāil'wāy	e lite' (ā leet')	pāy'ment
eight	feign	ān'cient	de elāim'	strān'ger
weight	rāin <sup>1</sup>	eām'brie	re strāin'	eāse mātē
freight	gāin	chām'ber	es trānge'	māid'en

**Lesson 44.**—*Sound of ō continued from page 17.*

bū'reau (-rō)	bā teau' (-tō)	chā teau' (-tō)	bōwl'der
flām'beau (-bō)	plā teau' (-tō)	chā peau' (-pō)	shōul'der
haut'boy (hō-')	tāb leau' (-lō)	Rī deau' (-dō)	smōul'der
yeō'man	rōn deau' (-dō)	Bor deaux' (-dō)	pōul'try
foe'man	trōus seau' (-sō)	Mo reau' (-rō)	pōul'tice

**Lesson 45.**—*Write from Dictation:*

One pint of whey weigh<sup>s</sup> a pound. — Cān you weigh whey in thāt wāy? — Bor deaux' is a grēat sēa'-port in the wēst'ern pārt of Frānce. Nō cit'y in Eū'rope hās a fin'er quay thān thāt of Bor deaux', which ex-tēnds' three milēs a-lōng' the Rīv'er Gārōnne', ānd com mānds' a view of sēv'eral grānd chā-teaux'. Gēn'eral Mo reau' is bur'ied hēre. — The cēn'tral pārt of Aš'ia is a vāst plāteau'. — A Cānā'dian pī'lot cōnducts' hīs bāteau' with ēase thrōugh the Rīdeau' Cānāl'. — The e-lite' of our vil'lage āre plāy'ing ero quet' āfter nīght'fāl by the light of flām beaux'.

<sup>1</sup> Rāin, water from the clouds; reīn, a check; reīgn, to rule.

## II. SOUNDS OF THE CONSONANTS.

**Lesson 46.** — *Sounds of b and p.*

bābe	Bā'bel	pōl'yp	brēach	pōp'py
pāid	pā'per	pūb'lie	prēach	pōp'lin
ball	bāb'ble	bāp'tist	blēach	gōb'lin
pall	pēb'ble	prō'bāte	plēase	dōb'bin
bāt	pēo'ple	prēb'end	plēad	pōr'poise
pāt	stee'ple	pūp'pet	bleed	plūmb'er
bār	būb'ble	pōr'ridge	plēdge	pōp'lar
pār	stūb'ble	bōb'bin	plūmp	pōr'ter

**Lesson 47.** — *Sounds of v and f.*

vēr'y	vāst	vōl'ley	vāl'ue	flā'vor
fēr'ry	fāst	fōl'lōw	vān'dal	vāl'iant
fū'tal	veer	vā'ry	fāil'ure	fal'eon
fā'ble	fear	fāir'y	fāith'ful	flīp'pant
fē'ver	vēal	vēl'vet	fēr'vent	vāp'id
fā'vor	feel	for'feit	fī'fer	vā'eant
fāl'ter	vālve	bāl'ance	floūr'ish	vān'tage
vēn'om	fraud	flōr'id	vēnt'ure	fāc'tle

**Lesson 48.** — *Write from Dictation:*

I chāt'ter ō'ver stō'ny wāys  
 In lit'tle shārp's and trēb'les;  
 I būb'ble in'to ēd'dying bāys,  
 I bāb'ble ōn the pēb'bles.  
 With mā'ny a cūrve mý bānks I frēt,  
 By mā'ny a fiēld and fāl'lōw,  
 And mā'ny a fāir'y fōre'land sēt  
 With wil'low-weed and māl'lōw.

**Lesson 49.** — *Sounds of w and wh.*

NOTICE that in the sixth sound *h* is heard before *w*, as if written *hwy*, *hwen*, etc. Careless speakers sometimes drop the aspirate.

Wȳe	wine	world	wēath'er	white'wash
whȳ	whine	whorl	whēth'er	whirl'wind
wēn	wail	whēlp	wīth'er	whēt'stōne
whēn	whāle	whēnce	whīth'er	whīrl'pōol
wīt	wīght	whīm	whēat'en	wine-whēy'
whīt	white	whīp	wharf'age	whīp'-eōrd
wīg	wēar	whīst	whīt'ing	whīm'per
Whīg	whēre	whīsk	whīs'per	whīs'ky

**Lesson 50.** — *Sound of w continued.*

This sound is sometimes represented by *u*. *W* is silent before *r*.

buoȳ	guā'vā	wrāth	wrink'le
quīt (kwīt)	guā'no	wrāith	wrong'ful
queen	lan'guid	wrēnch	wrān'gler
quāil	pen'guin	wrēath	wrēs'tler
euīsh (kwīs)	euī rāss' (kwe-)	wrēck	wrāp'per
an'guish	as suāge'	wrēak	wring'er

**Lesson 51.** — *Write from Dictation :*

Ask the wēath'er-elērk whēth'er the wēath'er īs likē'ly tō chānge. — Whīch wīth wag būrnt, Gōōdy Cōle ōr Gōōdy Pār'-song? — Wrāp ȳour-sēlf' wēll frōm the eōld, rāp āt our neīgh'-bor's dōor, ānd āsk hīm tō lēnd mē a māp ōf Rōme. — I knōw ōf nō rēa'gon whȳ a Whīg māy nōt wēar a wīg. — Whīch īs mōre dān'ger ōūs, a whīrl'wind ōr a whīrl'pōol?

**Lesson 52.** — *Sound of m.*

Either *b* or *n*, following *m* in the same syllable, is silent.

hŷmn	elimb	au'tumn	mēm'ber
līm <sup>1</sup> b	erūmb	eōl'umn	mēm'brāne
līm <sup>1</sup> n	plūmb	sōl'emn	mēl'lōw
eōmb	thūmb	mōr'tal	mēl'on
nūmb	mūnch	mō'ment	mŷn'gle
tōmb	mūmps	mōn'grel	mēan'ing

**Lesson 53.** — *Sounds of d and t.*

*B* is always silent when it precedes *t* in the same syllable.

dēbt	daub	dāb'bler	dēn'tist	de cēit'
doubt	dāmp	dāe'tyl	dŷe'tāte	ad dŷet'
deed	tāet	dām'sel	tāe'ties	de līght'
dēnt	tēak	dān'ger	tār'tan	de tēr
tārt	drēad	dām'age	trī'dent	de tēst'
tīght	trēad	dān'dle	trī'ad	tat tōō'
dāunt	drīve	trēad'le	tēn'et	de eānt'
tāunt	trībe	taw'dry	tēn'der	de dūct'

**Lesson 54.** — *Write from Dictation:*

Tēa'-tāst erŷ ōf'en ru'in thēir hēalth bŷ cōn'stantly ex cŷ'iting thēir nērvēs. — A dāe'tyl cōsists' ōf ōne āe'cented, fōllowed bŷ twō ūn'ae'cent'ed sŷl'ables, thūs: tēn'derly, beaū'tifūl. It īs sō cāllēd frōm the Grēek word whīch mēans a fīn'ger; bēcāuse ēach fīn'ger hās ōne lōng ānd twō shōrt er bōnēs. — The trī'ads ōf the Wēlsh bārdŷ wēre poēt'ic al hīs'torīes, īn whīch fācts wēre grōupēd bŷ thrēes.

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<sup>1</sup> Līm<sup>b</sup>, a member of the body; līm<sup>n</sup>, to draw.

Lesson 55. — *Sounds of ġ and ch.*

*G* usually has the tenth sound of Table II, p. 8, before *e*, *i*, and *y*.  
Exceptions will be found in Lesson 62.

ġēm	chāin	ġēl'id	chīs'el	jān'ġle
ġin	cheeġe	ġin'ġer	chēap'en	jew'el
ġērm	chīrp	ġi'ant	chēr'ry	join'er
ġibe	chūrch	ġŷp'sy	chās'ten	jōck'ey
ġŷve	chānce	ġēn'tian	chāl'ŷce	joūr'nal
jāil	chānge	ġēst'ūre	chēck'erŷ	joy'ous
jāmb	chīntz	ġib'bet	chāl'lenġe	ġŷm'nast
jāunt	choiġe	ġēn'ius	chāl'dron	ġŷrate
jūdgē	chūr'l	Gēr'man	chān'ġel	ġil'lie

Lesson 56. — *Sounds of s and z.*

sāġe	zēst	sā'ble	ġen'sus	zē'nith
sāint	zīne	sā'ered	ġen'sor	zīġ'zāġ
sālt	zōne	sā'fron	ġen'ter	zē'bra
spouġe	rouġe	sī'phon	ġin'der	zēal'ous
seōrch	browŷ	sī'zar	ġŷ'ele	zēph'ŷr
seour	bēadŷ	sġi'enġe	ġir'ele	sēiz'in
spāŷm	ehāŷm	sġiŷ'sors	ġŷ'elōne	zou āve'

Lesson 57. — *Write from Dictation:*

A zēph'ŷr is a ġēn'tle breeze; a ġŷ'elone is a stōrm mov'ing in a ġreāt ġir'ele, ānd ōfr'en with terrīfīe fōrġe. It ūŷu ally beġīns' its cōurse ūpōn' the ō'ġean; ās sōōn ās it strikes our cōast, its arri'val is mādē knōwn tō the ōffīġers ōf the Sīġ'nal Sēr'vice; stōrm-sīġ'nals āre pōst'ed āt āll stā'tions ālōng the line in whīch it is likēly tō trāv'el; ānd, bŷ wār'nīng thōġe whō āre in dān'ġer, the mīs'chief whīch it mīġht dō is lēss'-ened. — *The Gēr'man nā'tion hās mā'ny zēal'ous sġi'en tīsts.*

**Lesson 58.** — *Sounds of zh and sh.*

ô'sier	shôw'y	ô'cean	çha râde'
hô'sier	shôd'dy	mô'tion	çha grîn'
brâ'sier	shôck'ing	spé'cial	çhî eâne'
glâ'zier	show'er	pré'cious	çhâm pâgne'
fû'sion	shîv'er	pâ'tient	çhâr'la tan
vis'ion	shîp'ment	ân'cient	çhîv'al ry
suâ'sion	shôul'der	trân'sient	çhév'a liêr'
âz'ure	shôrt'en	quô'tient	çhân'de liêr'

**Lesson 59.** — *Sounds of th.*

this	thick	thîm'ble	fâr'thing	wrîthe
thât	thîn	thânk'ful	fâth'om	blîthe
thou	thîef	thêr'mal	nôrth'ern	thîrst
thîne	thâтч	thîs'tle	sôuth'ern	thrông
they	thwart	thrôs'tle	thîth'er	thênce
thêir <sup>1</sup>	thral	thê'sis	thêr'fore	thôugh
thêse	thrîft	thîr'ty	thêr-wîth'	smôoth
thôse	thrîll	thou'sand	thêm-sêlves'	wrêathş
thêre <sup>1</sup>	thrûsh	thûn'der	thênce fôrth'	shêathş

**Lesson 60.** — *Write from Dictation:*

Thêre âre thrêe pâirs ôf rôb'îng buîld'îng thêir nêsts în our pêâr-tree. Thêy fly hîth'er ând thîth'er câr'ry îng stîcks ând strâwş în thêir bîllş. În the âu'tumn thêy wîll lêave thêir nôrth'ern fôr a sôuth'ern hôme. — Thê thrûsh, ôr thrôs'tle, hâş a plâîn, brôwn côat, bût a vêr'y sêweet vôiçe. Ône kînd ôf thrûsh lôvêş tô sîng în a têm'pest, whênce ît îs câllêd the stôrm-côck. — Thê shîp lîêş a thou'sand fâth'ômş dêep în ô'cean.

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<sup>1</sup> Thêir, *belonging to them*; thêre, *in that place*.

Lesson 61. — *Sounds of ġ, k, and q.*

ġāng	ġā'ble	eāb'in	kēr'nel	eāt'a rāet
ġrōġ	ġā'la	eāe'tus	kēr'chief	ehār'ae ter
ġoad	ġai'ter	ehrōn'ie	kĭn'dred	ehēm'ie al
ġrĭp	Ġāe'lie	ehrō'mo	kĭng'dom	ehrŷs' a lis
ġlād	Ġōth'ie	eō'eōa	kĭtch'en	ġār'ri son
ġlĭb	Ġhē'ber	eān'ker	keep'er	kēr'o sēne
ġlebe	ġlōam'ing	eāi'tiff	ehlō'ral	eom'ie al
ġārb	ġhēr'kin	eāb'bāge	āre'tie	erĭt'ie al

Lesson 62. — *Same sounds continued.*

*G* has the hard sound before *a, o, u, h, l* and *r*; and keeps it in some words even before *e, i* and *y*. Both *g* and *k* are silent before *n*. *Q* is always followed by *u* consonant, and the two are equivalent to *kw*.

ġēt	ġnū	quĭt	ġĭġ'ġle	au'ġer
ġĭve	ġnaw	quāck	ġĭm'let	ān'ġer
ġĭrl	ġnāt	queer	ġĭd'dy	ġĭld'ing
ġĭlt	ġneiss	queen	ġĭz'zard	ġār'goyle
ġĭġ	knĭt	quāint	ġĭng'ham	ġnō'mon
ġĭlls	knōck	quĭck	ġĭrd'le	ġnōs'tie
kĭrk	knight	quoit	ġew'ġaw	knōwl'edge
eāirn	knōwn	quĭnce	ġear'ing	knĭck'knāck

Lesson 63. — *Write from Dictation.*

Gōth'ie buĭld'ings māy bē knōwn bŷ thēir hĭgh poĭnt'ed ārch'es ānd elūs'tered cōl'umng. They sueġeed'ed the Greek ōr elās'sĭcal styleg ōf ār'ehĭtēet'ūre, dŭr'ing the Mĭd'dle A'ġes; bŭt nō ōne cān tēll whŷ the new style tōōk the nāme ōf the Gōths, whq wēre nōt ġrēāt buĭld'ers.

**Lesson 64.** — *i and y as Consonants.*

yeā	yōn'der	mīll'ion	o pīn'ion	fa mīl'iar
yēar	yēl'low	bīll'ion	do mīn'ion	pe eul'iar
yārn	yēs'tern	mūll'ion	re bēll'ion	be hāv'ior
yārd	yeō'man	bułl'ion	me dāll'ion	eom mūn'ion
yōke	ūn'ion	ōn'ion	pa vīl'ion	ver mīl'ion
youth	āl'ien	brīll'iant	eom pān'ion	pōs tīll'ion
yēast	eōrd'ial	elōth'ier	se rāgl'io	bāt tāl'ion
yēarn	mīn'ion	eōurt'ier	gī vīl'ian	in tāgl'io

**Lesson 65.** — *Sound of h.*

hāb'it	" heārt'y	hār'py	hēr'ring	hār'ass
hūnt'er	hāp'py	hāng'ing	hār'vest	hāp'pen
hāg'gard	hānd'some	hēe'tor	hāte'ful	hān'sard
hāck'ney	heed'less	hēat'er	hār'rōw	hān'ker
hād'dock	hūm'ble	hēav'y	hāt'ter	hā'lō
hāugh'ty	hēlp'less	hāv'oe	hānd'ful	hāl'lōw
hēad'lōng	hēm'lock	hāst'en	hār'ness	heār'ken
hātch'et	hās'sock	hām'per	hār'bor	hēr'ald

**Lesson 66.** — *Write from Dictation:*

An En'glish wīt ōnce wrōte ōf Cār'dinal Wōl'sey, the grēat mīn'ister ōf Hēn'ry the Eighth:

"Be gōt' bȳ butch'ers, bȳ bȳ bish'ops brēd,  
How hīgh hīs hōn'or hōlds hīs hāugh'ty hēad!"—

Ma'ny beau'ti ful īn tāgl'ios, sēt īn rings ānd me dāll'ions, āre found a-mōng' the jew'el ry īn ān'cient tōmbs. īn ān īn tāgl'io, the cār'ving mākes ā hōl'lōw, ōr de prēs'sion, be lōw' the sūr'face ōf the stōne, while ā cām'eo īs carv'd īn rel'ief, thāt īs, ā bōve' the sūr'face.



**Lesson 67.** — *Consonant Sounds of ng and nk.*

rĩng	tĩnk	rĩnk'le	eĩn'ker	hĩng'er
sĩng	bĩnk	tĩn'gle	fĩn'ger	sĩng'er
sĩnk	rĩnk	bĩn'gle	lĩn'ger	bĩn'ing
thĩnk	flĩnk	dĩn'gle	lĩn'ger	sĩn'ing
thĩng	frĩnk	jĩn'gle	strĩn'ger	thĩnk'less
swĩng	prĩnk	mĩn'gle	hĩn'ger	wrĩn'ly
brĩnk	wrĩng	spĩn'gle	yoũn'ger	twĩn'kle
brĩng	strĩng	wrĩn'gle	bĩnk'er	sprĩn'kle

**Lesson 68.** — *Sounds of n, l, and r.*

nĩv'el	lĩl'y	rĩm'ble	rĩth'er	rĩv'u let
need'le	lĩ'dle	rĩb'ble	rĩb'bin	rĩ'val ry
nĩr'rĩw	lĩ'bel	rĩil'wĩy	rĩe'd'er	roy'al ty
nĩe'r'y	lĩw'ly	rĩin'bĩw	rĩv'ĩge	rĩquĩ em
nĩe'tar	lĩ'mĩ	rĩl'ly	nĩth'er	nĩm'ĩ nal
neũ'ral	lĩ'tus	rĩn'dom	nĩck'el	nũl'li ty
neũ'ter	lĩck'ey	rĩt'tle	nĩm'ad	rĩl'a tĩve
nĩbly	lĩt'tle	rĩm'nant	nĩne'ty	rĩs' o lĩte

**Lesson 69.** — *Words of Anomalous Spelling.*

bough	rough (rũf)	laugh (lĩf)
dĩugh	tĩugh (tũf)	taught (tĩwt)
eĩugh (kĩwf)	e nĩugh' (-nũf)	draught (drĩft)
chĩugh (chũf)	trĩugh (trĩwf)	hie'eĩugh (-kũp)
hĩugh (hĩock)	thĩugh (thĩwt)	brought (brĩwt)
thĩugh	thĩugh	wrought (rĩwt)
slĩugh <sup>1</sup>	pũgh (pĩĩ)	eaught (kĩwt)
slĩugh <sup>1</sup> (slũf)	lĩugh (lĩock)	fĩught (fĩwt)

<sup>1</sup> *Slough, mire; slough (slũf), cast-off skin.*

Lesson 70. — *Review of Vowel and Consonant Sounds.*

WORDS OF ONE SYLLABLE.

whōop	moist	tōngue	sphīnx	strēss
wōrld	aīslē	chalk	schīsm	glīmpse
fūrl	friēze	stalk	phlēgm	trout
spērm	hŷmn	taught	sālve	wrīng
fīrm	sprūce	fraught	phrāse	seāthe
worst	stēalth	laugh (lāf)	sphēre	seārp
wālk	elēanse	pique	chīntz	toūgh (tūf)
work	sēarch	sūit	nŷmph	mŷrrh
elērk	thrēat	slēdge	ehrōme	frīnge
squirm	yearn	lēague	prīsm	fīnch
sūrge	sehēme	yacht	wrēтч	drāchm
build	sehōol	slūice	plight	whīrl
sīeve	ehoir (kwīr)	shrink	pounce	waltz
eōme	scŷthe	shrūb	shroud	hōax
gōose	sōothe	serūb	elutch	erŷpt
choōse	thōugh	ōught	eould	schīst
ālms	through	eaught	would	scēne
psālm	wēird	thōught	should	sīr
swōrd	gāuge	stŷle	whēlp	sire
thīgh	prāyer	brūsqe	wrēтч	pŷre
noīse	drought	brūise	quēтч	pērch
boyg	ounce	browse	shīre	fōurth
voīce	lŷnch	quartz	glŷph	eīghth
choīce	mīnx	dwarf	gnārl	fīfth
joint	erūise	quāint	gnāsh	strēngth
point	dēarth	quālm	sēize	grōwth
quoit	thrēad	ehāsm	grīeve	hēight
thūmb	chēap	vērst	thrūst	wrēn
erūmb	cheeēse	fīrst	erūsh	thrūsh
elīmb	chārgē	wheat	mīdge	swīft
mērgē	view (vū)	māize	shrīmp	fīnch
eōurt	lŷnx	grūdge	serew	hawк
quart	guile	brīdge	shrine	lōon
quash	gullt	stīck	your	lārk
sphīnx	bait	straw	thēir	owl
plīnth	flake	switch	whēre	eōot

Lesson 71. — *Review continued.*

## WORDS OF TWO SYLLABLES ACCENTED ON THE FIRST.

mél'on	bŭtch'er	jŭ'ror	chĭck'en
lēm'on	shĕp'herd	jās'per	glŷp'tie
lăck'ey	vēr'diet	sē'eret	mŷs'tie
răth'er	lĕarn'ing	ī'ron (i'ŭrn)	făth'om
hôn'ey	mĕa'slēš	vĭl'lain	glā'mour
eôm'ing	ĭsth'mus	năt'ure	gĭrd'le
flŭ'ent	quar'to	moist'ure	awk'ward
rŭn'nel	mŏr'al	wrăn'gle	un'ele
lĕdg'er	lăn'guage	lăn'guish	eôn'duĭt
mŏnk'ey	rĭght'eous	ăue'tion	fŏr'eign
ŏr'ange	bŭ'sy (bĭ'-)	quad'rant	guĭn'ea
ĕa'gle	wom'en (wĭm'-)	trĭ'umph	pŏr'trait
sĕa'son	whĭs'per	ŏs'trich	bŏat'swain
wor'thy	pĕn'cil	tŏoth'-ăehe	blăck'-bĭrd
bŏard'er	băr'gain	mŭl'len	twi'light
joŭr'nal	eŭr'tain	mŭs'cle	sŏl'emn
ĕarn'est	moun'tain	erĕs'cent	eŏl'umn
spŏk'en	mĭr'ror	phĕas'ant	wăin'seot
lŏdg'er	săch'el	sĕr'aph	phĕ'nix
bŏl'ster	fĕl'on	chĕr'ub	tĭ'ding's
bŭrg'lar	gŏb'lin	hĕav'en	ĉĭ'pher
bŭ'reau (-rŏ)	săd'dler	squĭr'rel	Găe'lie
eăr'pet	chăp'ter	hĕif'er	slĕigh'ing
fig'ŭre	mŏn'ster	plĕas'ure	bĭs'euĭt
tŏr'rid	mŭr'der	dĕbt'or	sĭb'yl
frĭg'id	wăg'on	chiĕf'tain	hĕi'noŭs
ăus'tral	lŏb'ster	chĕst'nut	prĕ'cĭous
eŏr'al	prĭm'er	prŏp'er	nĕph'ew
grŏ'cer	jăg'ged	jăl'ap	nĕv'er
writ'ten	prŏm'ise	pew'ter	mĕt'al
sĉĕp'ter	prŏ'lix	vĕr'sion	mĕr'it
spĕe'ter	prŏ'grămme	nĕrv'ous	wĭz'ard
skĕp'tie	nŏ'tice	neu'ral	fŏr'ty
ău'thor	prŏe'tor	fĭ'ber	nĭne'ty
prĕf'ace	prŏb'lem	tĭs'sue	fŏr'est
prŏ'lŏgue	prĭs'on	fĭs'sure	fŏre'head

Lesson 72. — *Review continued.*

WORDS OF TWO SYLLABLES ACCENTED ON THE SECOND.

eām pāign'	rē liēve'	a broad'	doūb lōon'
çham pāgne'	dīs sēize'	dī vērgē'	be tween'
ma līgn'	ād joūrn'	pre sērve'	bre viēr'
de sīgn'	eon found'	eon dēmn'	bal lōon'
be nīgn'	o blīge'	eor rīpt'	diş ōwn'
qua drille'	īg nōre'	for lōrn'	un knōwn'
āe quīt'	īg nīte'	trans fōrm'	sug gēst'
ōb lique'	pre sūme'	in trēnch'	poş sēss'
pro rōgue'	ea nōe'	dis pātch'	dis eūss'
main tāin'	ea nīne'	ab sōlve'	a erōss'
ar rāign'	ve neer'	diş sōlve'	ad drēss'
bī zārre'	rou tīne'	eon dēnse'	auğ mēnt'
ea tārrh'	an nēal'	ap pēase'	a mīdst'
in veigh'	fa tīgue'	dis gūise'	be twīxt'
eon vey'	ma çhīne'	fōre elōse'	re prove'
sur vey'	re çēipt'	de bauch'	sub trāet'
eo ērçe'	de līght'	un lōose'	here-īn'
de mēane'	de tēst'	chas tīse'	ja pān'
plā teau' (-tō)	de fault'	re erūit'	in strūct'
thīr teen'	tāt tōō'	es chew'	be grūdge'
in dīct'	de dūet'	with-draw'	de stroy'
pre dīct'	pro jēet'	ap plaūse'	a droit'
diş cērn' (zērn)	de tēr'	fōre warn'	re çīte'
per çēive'	ab jūre'	af'frīght'	po līte'
en erōach'	be quēath'	tre pān'	en grōss'
en tīçe'	im brēathe'	eon strāin'	por trāy'
a chiēve'	as sault'	en twīne'	de elāim'
dis sēnt'	de gree'	eon tāin'	re fine'
ae quāint'	a mount'	ex çeed'	ex ālt'
a vēnge'	ae eount'	pre çēde'	sue çēss'
out weigh'	eom mūte'	re view'	ap prōach'
be shrew'	ex chānge'	of fēse'	ae quīre'
ex çēl'	re gārd'	re sīde'	es eāpe'
ex çēpt'	a bōve'	ap point'	dis eōurse'
a rouse'	a bout'	in erēase'	e notīgh (-nītf)
ex çīte'	a lōne'	eor rēet'	sur çēase'

## Lesson 73. — Review continued.

## WORDS OF THREE SYLLABLES.

chär' i ty	eū' ri oūs	līb' er al	for ěv' er
mīs' e ry	ēm' ū loūs	rĕğ' i ment	ju dĩ' cial
ăğ' o ny	mĕm' o ry	dĕt' ri ment	e vā' sive —
grāv' i ty	hār' mo ny	ăe' ċi dent	e vān' ġel
lĕv' i ty	mĕl' o dy	ĭn' stru ment	de eō' rum
fōrm' u lă	fĕl' o ny	sĕp' a rate	es tăb' lish
ōb' vi oūs	eōl' o ny	ōp' po ſite	es thĕt' ie
hōm' i ly	bōt' a ny	dīg' ni ty	ad dĩ' tion
rĕv' er enċe	quan' ti ty	ĕq' uĩ page	es eũtch' con
rĕv' e nũe	qual' i ty	ġĩt' i zeu	al rĕad' y
vĕr' i ty	lăr' ċe ny	ġār' ri son	fa mĩl' iar
erĩm' i nal	hũğ' band ry	ũ' ni ſon	de lĩ' cioūs
tȳr' an ny	hĕr' ald ry	ăr' ti ſan	es pĕ' cial
tĕr' ri ble	ĭn' fan ċy	thĕ' o ry	es pāl' ier --
hĩs' to ry	lĕğ' a ċy	whĩm' ģie al	pro lĩf' ie -
mȳs' ter y	vā' ean ċy	mĩn' er al	ex ċĕss' ĩve -
ċĕnt' ū ry	eũr' ren ċy	fă' vor ĩte	de pōs' it
ĭn' ter est	hăv' er ſăck	ăn' a lȳze	vĩ vĩf' ie -
ĕn' e my	sōlv' en ċy	ĩr' ri tăte	ex chĕq' uer
ĕn' mĩ ty	serũ' ti ny	ĩm' i tăte	as ċer tăĩn'
ō' di oūs	lũ' na ċy	dĕç' i mal	ăe' qui ĕsċe'
hōr' ri ble	ōb' lo quy	trăğ' e dy	ĩn' ter rũpt'
eōn' tra ry	pōl' y ġlōt	rĕğ' i ċĩde	ċhĕv' a liĕr'
făls' i ty	ō' ri ent	vĩç' i năge	dĕl' i quĕsċe'
ĩ' ċi ele	ĩd' i ot	ũl' ti mate	prĕ' ma tũre'
ōr' der ly	Săt' ur day	threăt' en ing	ō' ver flōw'
pōs' si ble	dĩ' a phrăgm	thĩr' ti eth	ō' ver dōne'
ċĕr' tăĩn ly	buoy' an ċy	ăm' e thȳst	eōr' re spōnd'
sũd' den ly	măr' tyr dōm	sȳm' pa thy	ĕs' pla năde'
strĕn' ū oūs	prĕs' by ter	hȳ' a ċĩnth	rĕp' re ģĕnt'
ăb' so lũte	eōn' quer or	hōl' ly hōck	ċhăn' ċe ry
ōr' a ele	vĩĕ' to ry	ġuăr' di an	ċhăn' ġel lor
prōph' e ċy	băy' o net	ău' to ġrăph	ċhăn' de liĕr'
mĩn' is ter	beaũ' ti fũl	prĕ' mĩ ũm	ċau' te ry
rĕv' er end	boun' ti fũl	fũ' ġi tĩve	ċĕl' er y
<i>sȳl' la ble</i>	ġĕn' er oūs	prĩm' i tĩve	serũ' pu loūs

## PART II.

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### Lesson 74.—*Read, or write from Dictation:*

#### A SHORT HISTORY OF THE ENGLISH LANGUAGE.

1. The island of Britain, the home of Celtic tribes, was for four hundred years a part of the great Roman Empire, which covered all southern Europe, northern Africa, and western Asia. After the Empire grew weak, and the Roman soldiers left Britain, German warriors came in and conquered the greater part of the island. These Germans were our forefathers, and their language has given us more than half of the words we speak to-day. But soon after the Germans, came the Danes, or Northmen, and made themselves masters of eastern and northern England. They were nearly related to the Germans, both in blood and speech; and they, too, had an important part in forming the language of the country. During nearly the first half of the eleventh century, the Danes ruled England, and made it a part of the same Scandinavian kingdom with Denmark and Norway.

2. Not long afterward, came the Normans, who had lived in France about as long as their kinsmen, the Danes, had lived in England, and who had learned to speak the French language, with some changes and additions of their own. The Normans, under their Duke William, became rulers of England; and in three hundred years the language of king and nobles mingled with that of the common people, making the English of modern times. Still the mountaineers of Scotland and Wales kept their old Celtic speech, which has scarcely died out even at the present day.

3. Until the sixteenth century, England belonged to the Roman Church, which retained the language of Rome in its services long after the empire had fallen. So it happened that many Latin words remained in common use, beside those which the Roman soldiers had left. Latin was, moreover, the scholarly language, in which professors lectured and learned men wrote their books; and from its vocabulary are drawn almost all our words denoting abstract conceptions of the mind. Thus *color, form, motion* are Latin words; while *blue, red, round, walk, run, fly*, are of German origin.

4. The fifteenth and sixteenth centuries witnessed a wonderful revival of zeal for the study of Greek,—that language which contains the masterpieces of ancient thought. The perfect accuracy of Greek words has led to their general adoption where new terms have to be coined for the objects and operations disclosed by modern science.

5. With all these languages to draw from,—Celtic, Roman, German, Danish, Norman-French, and Greek,—not to mention others, with which commerce and maritime adventure have brought the English into contact,—you perceive that we have no lack of words; and you can not wonder that these words are spelled in many conflicting ways. Perhaps they will some day be reduced to one regular system; but that will not be in our century. Meanwhile, with the aid of our dictionaries and spelling-books, we will carefully learn to write each word according to the best usage; and we may comfort ourselves that the queer spelling often points to a very curious history.

## Lesson 75.

The following words denote one of each object named. Make them denote more than one by adding *s* to each word. Spell both forms of the name.

bīrd	bōast	tree	bēam	ō'cean
bēast	hōst	street	bōard	is'land
wīng	ghōst	house	glōbe	plān'et
līm	hēlm	chāir	world	mēth'od
stīng	wheel	lāmp	tīthe	sŷm'bol
hēad	thūmb	bōok	scŷthe	sŷmp'tom
hānd	erūmb	rōom	prīsm	quar'el

## Lesson 76.

When a Noun, or name, ends with *s*, *z*, *x*, *ch* or *sh*, the syllable *es* must be added to make it mean more than one. Spell the following, with and without the addition.

mārch	lŷnx	bēnch	drēss	ea rēss'
mārsh	mīnx	trēnch	erēss	dis trēss'
beechn	sphīnx	brānch	glāss	ī'lex
bīrch	skētn	mātn	guēss	phē'nix
chūrchn	erūtchn	serātchn	ādzn	ōs'trich
ārchn	elūtchn	swītchn	chīntzn	rād'ish

## Lesson 77. — Write from Dictation:

A Noun is the name of any object of thought. *Mary, river, charity,* are Nouns. A Common Noun belongs equally to all members of the class of objects which it denotes; *e. g., boy, city, continent.* A Proper Noun is the name of an individual object; *e. g., James, London, Europe.* Most Common Nouns have two forms, called the *Singular* and the *Plural Numbers*. The Singular denotes one, and the Plural more than one. English Nouns form their plural regularly by adding *s* to the singular. Where the sound of *s* will not combine easily with the last sound in the word, *es* is added as in Lesson 76.



## Lesson 78.

The following nouns add *es* in the plural.

čeh'o	môt'to	vol eă'no	tor pē'do	mos qui'to
hē'ro	grôt'to	tor nă'do	ēm bār'go	dôm'i no
vē'to	nē'gro	to mǎ'to	mu lăt'to	bŭf'fa lô
eăr'go	frēs'eo	po tǎ'to	pal mēt'to	pôr'ti eo
bră'vo	bŭl'bo	vi rǎ'go	in'nu ěn'do	eăl'i eo

## Lesson 79.

Other nouns ending in *o* follow the general rule. Write the words in this lesson both with and without a final *s*.

sō'lō	hǎ'lō	quar'to	oc tǎ'vo	si rōe'eo
zē'ro	lās'so	fō'lio (fōl'yo)	pi ā'no	sti lēt'to
tŷ'rō	lŷm'bo	eăn'to	me ri'no	pro vī'so
gĕn'to	mǎn'gō	jŭn'to	me mĕn'to	ran chĕ'ro

## Lesson 80.

The following nouns keep their Saxon plurals.

mǎn	mĕn	wom'an	wom'en (wĭm-)
ōx	ox'en	fōe'man	fōe'men
eow	kĭne, cows	yeō'man	yeō'men
fōot	feet	brōth'er	brĕth'ren, brōth'ers
tōoth	teeth	child	chĭl'dren
gōose	gĕese	mouse	mĭce

## Lesson 81.—Write from Dictation:

Men are brothers in one family, brethren in one society. In the larger sense, all men are brethren. — The regular plural, *cows*, refers to each separate animal;—the old Saxon plural, *kine*, to the whole herd. Milton writes, "A herd of beeves, fair oxen and fair kine." — My aunt's country home is called "The Beeches," because the house was built in a grove of *beech-trees*. — Last summer I went to Rye Beach, where the *sea* rolls in upon a long line of sandy shore.

## Lesson 82.

Nouns ending in *y* preceded by a consonant change *y* to *ies* in the plural. Write the singular of the nouns in this lesson, and spell both numbers.

erīes	bā'bies	bēr'ries	çīt'ies	ār'mies
flīes	līl'ies	fēr'ries	tō'ries	nā'vies
spīes	lā'dies	chēr'ries	trēat'ies	pēn'nieſ
stīes	bēv'ies	lōb'bies	sēn'tries	shān'ties
skīes	eō'nieſ	vēs'tries	eoun'ties	stō'ries
whēr'ries	pō'nieſ	sūn'dries	eoūn'tries	glō'ries

## Lesson 83.

Nouns ending in *y* preceded by a vowel make no change in the plural, except by adding *s*.

boyſ	mōn'eyſ	tūr'keyſ	nōſe'gāyſ
dāyſ	joūr'neyſ	jōck'eyſ	week'-dāyſ
joyſ	vāl'leyſ	Mōn'dayſ	pāy'dāyſ
plāyſ	chīm'neyſ	Tueſ'dayſ	re lāyſ
drāyſ	pul'leyſ	Thúrſ'dayſ	de lāyſ
frāyſ	dōn'keyſ	Frī'dayſ	re plieſ
stāyſ	mōn'keyſ	Sūn'dayſ	de eoys'

## Lesson 84. — Write from Dictation.

The word *penny* has two plurals, one denoting a number of different coins, the other the whole value or amount of money. Thus, I saved my *pennies* until I had ten *pence* in my purse. — So, too, *index* has a plural form, *in'dices*, which denotes signs in algebra; while the regular plural, *in'dexes*, means tables of contents. *Gen'iuses* are men of genius, but *genii* are imaginary spirits. — There are eighty-eight counties in Ohio.

## Lesson 85.

Some nouns ending in *f*, *ff*, or *fe*, form their plural by changing this termination to *ves*. Write in this manner the plurals of the following nouns.

wife	elf	half	beef
life	self	ealf	leaf
knife	shelf	wolf	thief
staff	wharf	loaf	sheaf

## Lesson 86.

The following words are used only in the plural.

alms	ash'es	eat'tle	as'sets
oats	wa'ges	an'nals	fi'lings
news	ti'dings	mat'ins	mea'sles
lees	bel'lows	ves'pers	mor'als
drags	snuf'fers	rich'es	pol'i ties
goods	pin'gers	vict'uals	eom'pas ses
tongs	twee'zers	ar'ehives	spee'ta els
elöthes	scis'sors	trap'pings	ce ram'ies
thanks	trou'gers	hus'tings	hys ter'ies

## Lesson 87.

Every Proper Noun must begin with a capital letter. Write the following names of men.

John	Alfred	Her'man	Vie'tor
James	Albert	Francis	Nor'man
Charles	Edward	Felix	Walter
George	Edgar	Oscar	William
Ralph	Egbert	Philip	Thomas
Guy	Ernest	Robert	Stephen (-ven)
Märk	Herbert	Richard	Larence
Paul	Henry	Roger	Harold
Hugh	Horace	Clarence	Maurice

## Lesson 88.

Some nouns have two forms to indicate sex. The greater number form their feminine regularly by the termination *ess* or *ix*; but in some cases a different word is used. Spell the following in both forms.

kíng	queen	stäg	hind	ăb'bot	ăb'bess
mônk	nūn	büčk	dōe	pri'or	pri'or ess
ēarl	eount'ess	hōrse	māre	mās'ter	mīs'tress
boy	gīrl	drāke	dūck	wīz'ard	wīch
mān	wom'an	gān'der	gōose	czār	czar i'na
fā'ther	mōth'er	tī'ger	tī'gress	sūl'tan	sul tā'na
brōth'er	sīs'ter	lī'on	li'on ess	tū'tor	gòv'ern ess

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## Lesson 89.

Spell the masculine nouns from which the following feminines are derived. Notice that when the masculine ends in *er* or *or*, the vowel is sometimes dropped before the suffix. )

ēm'press	hēir'ess	hēr'oine	ex'ē'ūtrix
pō'et ess	prīn'cess	prōph'et ess	ād'ministrā'trix
au'thor ess	hūnt'ress	pā'tron ess	bēn'efā'tress
ēd'itress	priēst'ess	mōn'i tress	enchānt'ress
bār'on ess	found'ress	īnstrūet'ress	pre'cept'ress

## Lesson 90.

Write the following names of women.

Ag'nes	Dēl'ia	Chār'lotte	Līl'ian	Rō'sa liē
Al'ice	Dō'rā	Cōn'stance	Lū'cy	Cār'oline
An'nā	E'dith	Frān'ces	Mā'bel	Mār'garē
A'my	Eth'el	Gēr'trude	Mā'ry	Vī'olēt
Bēr'thā	Eū'nice	Hēl'en	Nō'rā	Wīn'ifred
Clār'ā	Em'mā	Hēs'ter	Ol'ive	Ad'elāide
Clār'ice	El'len	Jūl'ia	Pau'lā	Rō'sa mond
Cēl'ia	Es'ther	Lau'rā	Pau'line	Mā'gdalēne

## Lesson 91.

In respect to their formation, words are of three kinds: PRIMITIVE, DERIVATIVE, and COMPOUND.

A *Primitive* word is not derived from any other in the same language; as, *king, man, think*.

A *Derivative* word is formed from a Primitive by adding one or more syllables, or by some change in its structure; as, *kingdom, manly, thought*.

A *Compound* word consists of two or more words joined together; as, *horse-man, king-craft, sea-man-like*. A hyphen is placed between words so joined when they are not often connected; *e. g., art-treasures*; but when the compound word is a permanent part of the language, the hyphen is usually omitted; *e. g., daylight*.

## Lesson 92.

Make compound words of the following by adding *man* to each, and explain their meaning.

eōal-	hōrse-	work-	rī'fle-
īce-	fōot-	plow-	bū'gle-
fire-	eōach-	spōrts-	jū'ry-
tīn-	watch-	trādes-	eōn'gress-
pēn-	chāir-	sāles-	lūm'ber-
bōat-	chūrch-	sēa-	po'lice-

## Lesson 93.

Write sentences containing these compound words.

tooth'āehe	hāt'-ständ	fōot'-ball	gīn'ger-brēad
mōon'light	bōot'-jäck	fōot'-bāth	mūl'ten-stalk
draw'-brīdgē	stēam'bōat	hēad'āehe	lēt'ter-mān
dye'-wōod	watch'-word	nīght'-kēy	eōl'lege-boy
hōrse'shōe	schōol'-gīrl	dāy'light	dīn'ner-bēll

## Lesson 94.

In forming the plural of compound words, the principal member only must take the plural form. Spell the following in both numbers.

knights-ēr'rant	work'-shōps	ärt'-stüd'ies
gēn'er al̩-in-chiēf	īce'-houz̩ es	lēt'ter-bōx̩ es
āids-de-camp (-kōng)	hōrse'-cār̩z̩	wīne'-bōt̩ tle̩z̩
stāff-ōf'fi çers̩	drāy'-hōrs̩ es	wā'ter-eāks̩
lēt'ters̩-of-mārque	pōst'-mēn	flāg'-shīps̩
brōth'ers̩-in-law	rāil'-rōad̩z̩	stōrm'sīg̩ nāl̩z̩
eārtēs'-de-vī šite	tā'ble-lānd̩z̩	thūn'der-stōrm̩z̩

## Lesson 95.

Write, or spell orally.

At lān'tie	Cār'ib bē'an	Cās'pī an	A rā'bi an
Pa çif'ie	Ad'rī āt'ie	Eūx'īne	I ō'ni an
In'di an	Ar'ehī pēl'a gō	Bāl'tie	Mār'mo rā
Are'tie	Kamt chāt'ka	Az'ov	Bōth'ni ā
Ant āre'tie	Mēd'i ter rā' ne an	Ar'al	Bis'eay

## Lesson 96.—Write from Dictation:

The North Sea is sometimes called the German Ocean.—The chief rivers of North America are the Mississippi, Missouri, Arkansas, Red, Tennessee, Cumberland, Ohio, St. Lawrence, Hudson, Columbia, Sacramento, Colorado, and Rio Grande.—The principal rivers of South America are the Amazon and its branches, the Orinoco, the Para, and the Rio de la Plata. The latter has two great tributaries: the Parana and the Paraguay.—The Hudson River was discovered, A. D. 1608, by Henry Hudson, an English seaman employed by the Dutch Republic. Two years later, he discovered Hudson Bay.

## Lesson 97.

A syllable placed before a word to form a derivative is called a *prefix*; and a syllable placed at the end of a word for the same purpose is called a *suffix*. Some nouns take a *diminutive suffix*, with or without a change in their own form. The most common suffixes of this meaning are *let*, *ling*, *le*, *ule*, and *kin*. Thus, *hamlet* means a little home; *gosling*, a little goose; *canticle*, a little song, etc. Spell and explain the following diminutives.

ea'glet	- lôrd'ling	pär'ti ele	rîv'û let
is'let	- found'ling	+ vës'i ele	flow'er ët
ring'let	flëd'ge'ling	tû'ber ele	- măn'i kîn
leaf'let	dûck'ling	- eôr'pus cle	lă'dy kîn
strëam'let	- glôb'ûle	rët'i eüle	Pë'ter kîn
lămb'kin	gëll'ûle	- möl'e eüle	- än'i mäl'eüle

## Lesson 98.

The suffix *age* denotes (1) rank or state; (2) a collection of; and (3) payment for; e. g., *bondage*, the state of a bondman; *foliage*, a collection of leaves; *storage*, money paid for the storing of goods, or the state of being stored.

peer'age	plûm'age	coin'age	băr'on age
nôn'age	pôst'age	eli'ent age	vîl'len age
hërb'age	wharf'age	lîn'e age	hăr'bor age
fruit'age	fër'rî age	păr'ent age	ăv'er age
ûs'age	eăr'riage	ôr'phan age	vîg'in age
dô'tage	măr'riage	ăn'ehor age	ăp'pan age

## Lesson 99. — Write from Dictation:

The entire coinage of silver in the United States for 1877 amounted to about twenty-eight millions of dollars. — An ap-panage is a landed estate assigned for the maintenance of a prince. — San Francisco Bay affords harborage and anchorage to many ships.

## Lesson 100.

An Adjective is a word used with a noun to limit or describe it; *e. g.*, a *tall* man; an *industrious* girl; *each* and *every* day. The italicized words are adjectives. Some adjectives are formed from nouns by adding the suffix *ly* meaning *like* or *appropriate to*. Add *ly* to the following nouns and explain the derivative adjectives.

hōme-	fā'ther-	hour-	kīng-	love-	ghōst-
friēnd-	mōth'er-	dāy- <sup>1</sup>	queen-	bēast-	bōd'y- <sup>1</sup>
spright-	brōth'er-	nīght-	lōrd-	world-	ēarth-
mān-	sīs'ter-	week-	prīnce-	sehōl'ar-	hēav'en-
wom'an-	daugh'ter-	mōnth-	sāint-	sōl'dier-	dās'tard-
māid'en-	eoūs'in-	yēar-	eōurt-	mās'ter-	eow'ard-
wife-	neigh'bor-	sight-	knight-	mī'ster	mān'ner-

## Lesson 101.

The suffix *ish* added to *common* nouns implies contempt or disapproval. Thus we speak of *womanly* strength, but of *womanish* weakness; of *childlike* faith, but of *childish* unreasonableness; of *manly* dignity, but of *mannish* impudence. Added to *proper* nouns, *ish* forms possessive or national adjectives; when added to *adjectives*, it denotes a low degree of the quality expressed by the primitive. Spell and explain.

fōol'ish	gīrl'ish	sweet'ish	Eng'lish (īng-)
fiēnd'ish	boy'ish	sour'ish	Dān'ish
rōgu'ish	elown'ish	whīt'ish	Swēd'ish
brū'tish	knāv'ish	rēd'dish	Seōt'tish
swī'nish	shrew'ish	yēll'ow ish	I'rish
slāv'ish	bōor'ish	blū'ish	Spān'ish
thiēv'ish	squeām'ish	brown'ish	Tûrk'ish
slūg'gish	quālm'ish	salt'ish	Rōm'ish
sēlf'ish	skit'tish	bräck'ish	Mōor'ish

<sup>1</sup> Change *y* to *i* before adding *ly*.



## Lesson 102.

Make adjectives from the following nouns by adding the negative suffix *less*. Spell and explain.

ärt-	hōme-	bōot-	ryth-	pīt'y- <sup>1</sup>
need-	friend-	lānd-	faith-	pēn'ny- <sup>1</sup>
āim-	child-	cheer-	shāpe-	mōn'ey- <sup>1</sup>
hōpe-	heārt-	brēath-	fōrm-	cōm'fort-
hēlp-	brāin-	eāre-	brim-	fā'ther-
lāw-	rēck-	bound-	rōof-	mōth'er-
ēnd-	thōught-	eount-	ūse-	brōth'er-

## Lesson 103.

Some Saxon words drop one or more letters and add *i* or *th*, to form nouns meaning a state of being. Can you tell from what verbs and adjectives the following nouns are derived?

youth	strength	height	thrift	wēft
truth	warmth	depth	slōth	elēft
health	birth	length	tīlth	sleight
wealth	death	breadth	dearth	draught

## Lesson 104. — Write from Dictation:

An excellent institution in New York is the Home for the Friendless. Here many fatherless or motherless children are sheltered until homes can be found for them in the country; and thus they are rescued from lawless, reckless, comfortless, and worse than useless lives. — "Youth, with its beauty and grace, would seem to be bestowed upon us for some such reason as to make us partly endurable, till we have time for becoming really so without their help when they leave us."

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<sup>1</sup> Why is *y* changed to *i* in *penniless* and *pitiless*, but not in *moneyless*? See Rule in Lesson 125.

## Lesson 105.

Take derivative nouns from the following adjectives by adding *ness*. Change *y* before the suffix.

-	swift-	black-	hō'ly-	right'eous-
-	slōw-	pāle-	pret'ty- (prīt-)	wick'ed-
-	fīne-	mēan-	rūd'dy-	gēn'tle-
-	eōarse-	quīck-	pēt'ty-	awk'ward-
-	prōmpt-	stērn-	sīl'ly-	fee'ble-

## Lesson 106.

Take derivative nouns denoting rank, office, state of being, or extent of territory, from the following nouns by adding the suffixes at the head of their columns.

	<i>ship.</i>	<i>ship.</i>	<i>dom.</i>
-	fēl'lōw-	friend-	wīz- (wise)
-	eōn'sul-	elērk-	free-
an-	gēn'sor-	jūdge-	ēarl-
ten-	pärt'ner-	lōrd-	kīng-
w-	sehōl'ar-	lā'dy-	dūke-
er-	gēn'er al-	stew'ard-	pōpe-
r-	die tā'tōr-	chān'cel lor-	Chris'ten-
r-	ap prēn'tīge-	stātes'man-	Mōr'mon-

## Lesson 107.—Write from Dictation:

My father's friends obtained for him a clerkship in the House of Commons; but his excessive bashfulness forced him to resign the office. — If your lordship will attend, I will prove to your lordship's satisfaction that our claims are just. — Hawes held a lucrative consulship during the presidency of Pierce, who had been his classmate in college. — By diligence in study, John has obtained a scholarship in the university.

## Lesson 108.

Add *y* to the following nouns, making adjectives which denote quality or resemblance. Drop final *e* of the noun before the suffix.

wind-	dusk-	rúst-	need-	fí!th-	thörn-
snów-	shāde-	múst-	lúck-	thríft-	shōw-
rāin-	chýll-	oil-	hýll-	hēalth-	lēaf-
eloud-	glōom-	grēase-	mēal-	wēalth-	wood-
stōrm-	dúst-	sānd-	flour-	heārt-	steel-
sleet-	smōke-	bōne-	píth-	hānd-	wa'ter-
míst-	noíse-	stōne-	pāste-	erāft-	síl'ver-
hōrn-	frúit-	seāle-	púlp-	pēarl-	flow'er-
slāte-	júíce	ēase-	hāste-	thírst-	show'er-

## Lesson 109.

Tell from what nouns the following adjectives are derived, and point out the changes, if any, that have been made before adding the suffix *ous*.

zéal'ous	fū'ri ous	pěr'il ous	in jū'ri ous
fām'ous	ēn'vi ous	lí'bel ous	in lq'ui toūs
pōr'ous	glō'ri ous	slān'der ous	i dōl'a troūs
nī'trouš	stū'di ous	věnt'ūr ous	mýstē'ri ous
wón'drouš	dū'te ous	hāz'ard ous	pe nū'ri ous
mōn'strouš	pít'e ous	rāpt'ūr ous	vie tō'ri ous
pōmp'ous	boun'te ous	mār'vel ous	lux ū'ri ous
griev'ous	plēn'te ous	víl'lain ous	in dūs'tri ous
grā'cioūs	beau'te ous	elām'or ous	a nōm'a loūs
spā'cioūs	vīg'or ous	moun'tain ous	ne ċes'si toūs
ví'cioūs	vāl'or ous	eāv'ern ous	per fíd'i ous
ma lí'cioūs	ō'dor ous	glūt'ton ous	syn ōn'y moūs
of fí'cioūs	rēs'in ous	hū'mor ous	ad vēnt'ūr ous
ea prí'cioūs	rí'ot ous	trāi'tor ous	fe líç'i toūs
au spí'cioūs	ru'in ous	dān'ger ous	a nāl'o goūs
am bí'tioūs	múr'der ous	týr'an noūs	mí rāe' u loūs

## Lesson 110.

Change *ble* of the following adjectives to *bility*, making nouns.

á'ble	eā'pa ble	flēx'i ble	eūl'pa ble
nō'ble	sēn'si ble	fāl'li ble	ā'mi a ble
stā'ble	pōs'si ble	mū'ta ble	re spōn'si ble
hūm'ble <sup>1</sup>	prōb'a ble	erēd'i ble	de strīe'ti ble
āf'fa ble	sōl'ū ble	tān'gi ble	dī vīs'i ble
lī'a ble	vōl'ū ble	fea'gi ble	eom prēss'i ble

## Lesson 111.

Make nouns from the following adjectives by adding *ity*. Drop final *e* before the suffix.

rē'al	ab sūrd'	dō'çile	vāl'id	līb'er al
ē'qual	ex trēme'	fēr'tile	sōl'id	gēn'er al
lē'gal	se vēre'	sēr'vile	stū'pid	pēr'son al
lō'eal	au stēre'	āg'ile	flōr'id	pōp'ū lar
fōrm'al	sub lime'	hōs'tile	rāp'id	sīm'i lar
neū'tral	ur bāne'	fāç'ile	vī'tal	ōp'por tūne'
prī'or	ad verse'	mō'bīle	fā'tal	im mōr'tal
mī'nor	ro tūnd'	fēs'tive	bru'tal	u ni vēr'sal
mā'jor	im mēnse'	se eūre'	eōrd'ial	spīr'it ū al

## Lesson 112.

Name the adjectives from which the following nouns are derived, with the aid of the note below.<sup>2</sup>

sān'i ty	sūre'ty	sūb'tle ty	eās'ū al ty
pū'ri ty	rār'i ty	ere dū'li ty	spē'cial ty
nūl'li ty	eru'di ty	as pēr'i ty	dif'fi eul ty
fē'al ty	līb'er ty	in tēg'ri ty	plu rāl'i ty
prōb'i ty	gēr'tain ty	in ān'i ty	pla çid'i ty
sāne'ti ty	ēq'ui ty	ī dēn'ti ty	eu pid'i ty

<sup>1</sup> Omit *b* in the noun.

<sup>2</sup> Latin, *fidelis*, *faithful*; *probus*, *honest*; *sanctus*, *holy*; *liber*, *free*; *equus*, *just*; *asper*, *rough*; *integer*, *whole*, *sound*; *idem*, *the same*; *cupidus*, *desirous*.

## Lesson 113.

*Un* or *in* prefixed to an adjective reverses its meaning; *e. g., un-true* means *not true*. Write *un* before each of the following adjectives, and define the derivative.

kīnd	ā'ble	çer'tain	hō'ly	pōp'ū lar
wīse	ē'ven	thānk'ful	gōd'ly	gēn'e roūs
sound	tī'dy	hēalth'y	rīght'eous	nāt'ū ral
elēan	çiv'il	hāp'py	rēst'ful	sūit'a ble
hārt	ca'sy	wor'thy	whole'some	māid'en ly
fit	ē'qual	like'ly	hānd'some	wom'an ly
āpt	gēn'tle	seem'ly	grāce'ful	sā'vor y
sōught	sēl'fish	eōurt'ly	fruit'ful	sō'cia ble
safe	world'ly	eōme'ly	grā'ciōus	prāe'ti cal

## Lesson 114.

Spell the following, both with and without the negative prefix *in*.

di rēet'	erēd'i ble	eon elū'sive	di gēst'i ble
dis ereet'	eūr'a ble	eon sīst'ent	ex haust'i ble
sin çērē'	dēl'i eate	eon vēm'ient	hōs'pi ta ble
se eūrē'	dēf'i nite	suf fī'cient	sūf'fer a ble
eōr rēet'	gūd'i ble	ef fēet'ive	vūl'ner a ble
eom plēte'	ād'e quate	de çī'sive	āp'pli ea ble
ex pērt'	eōm'pe tent	eo hē'rent	eōm'par a ble
dis tīnet'	ēl'e gant	aus pī'cious	vōl'un ta ry
vāl'id <sup>1</sup>	trāns'i tīve	de pēnd'ent	eon sīd'er ate
sōlv'ent	sēn'si ble	ef fī'cient	eor rūpt'i ble
nō'çent <sup>1</sup>	tēm'per ate	sēp'a ra ble	ap prō'pri ate
fī'nite <sup>1</sup>	trāet'a ble	tōl'er ant	dis pēn'sa ble
hū'man	vīn'çi ble	eōn'se quent	di vīs'i ble
frē'quent	sōl'ū ble	sā'ti āte	ae çēs'si ble
eāp'tious	eā'pa ble	āe'eu rate	eom pāt'i ble

<sup>1</sup> In the derivatives from these three, the accent falls upon *the prefix*. The two *i*'s in *fī'nite* become short in *in'fī nite*.

## Lesson 115.

Before *b*, *m*, or *p*, *in* is changed to *im* for easier pronunciation. Write these adjectives, prefixing *im*.

mô'r'tal	ma tûre'	rôs'si ble	ma tē'ri al
môr'al	pō lite'	plā'ea ble	mēas'ūr a ble
pru'dent	mō'bile	mōd'er ate	pēn'e tra ble
prop'er	pāss'ive	mū'ta ble	pēr'ish a ble
pō'tent	pī'ous	prēb'a ble	mēd'i ea ble
pā'tient	pēr'vi oūs	mē'di ate	pōn'der a ble
pār'tial	pāl'pa ble	pēn'i tent	per çep'ti ble
pēr'feet	moy'a ble	prōv'i dent	me mō'ri al

## Lesson 116.

*In* is changed to *il* or *ir* before adjectives beginning with *l* or *r* respectively. Spell with and without the prefix.

il lē'gal	ir rā'tion al	ir're řist'i ble
il lēg'i ble	ir rēl'e vant	ir're spōn'si ble
il lib'er al	ir rēg'ū lar	ir're elāim'a ble
il lōg'ie al	ir rēs'o lūte	ir're prēss'i ble
il lit'er ate	ir re li'giōūs	ir're prōach'a ble
il lim'it a ble	ir rēp'a ra ble	ir're eōv'er a ble

## Lesson 117.—Write from Dictation:

"To speak of religious liberty when we mean the liberty to be irreligious, or of freedom of conscience when our only conscience is our convenience, is no other than a mockery and a profanation." — Heat, light, and electricity were once supposed to be invisible and imponderable, though not imperceptible bodies; they are now understood to be merely modes and degrees of motion, among the atoms of which all bodies are composed. — Iceland has no illiterate persons, since all, even young children, can read and write.

## Lesson 118.

Adverbs are used to modify the meaning of verbs, adjectives, and other adverbs and usually express time, place, degree, or manner; *e. g.*, Is he *here now*? He speaks *very well*. Adverbs of manner are commonly formed by adding the suffix *ly* to adjectives of kindred meaning; *e. g.*, He behaves *rudely*—in a rude manner. When the adjective ends in *e*, this is changed to *y* to make the adverb. Final *y* of the adjective is changed to *i* before adding the suffix. Write sentences to illustrate the meaning of the following adverbs, and tell from what adjectives they are derived.

swift'ly  
slōw'ly  
brief'ly  
bright'ly  
proud'ly  
wise'ly  
eōld'ly  
quaint'ly  
right'ly  
wřong'ly

gēnt'ly  
hūm'bly  
fee'bly  
sīn'gly  
sīm'ply  
nō'bly  
nīm'bly  
sōle'ly  
en tire'ly  
tō'tal ly

wor'thi ly  
nois'i ly  
qui'et ly  
sau'ci ly  
bus'i ly (biz-)  
fault'i ly  
gāud'i ly  
wēa'ri ly  
hēav'i ly  
glōom'i ly

mēr'ri ly  
sō'ber ly  
fōol'ish ly  
sēn'si bly  
sī'lent ly  
au'di bly  
gīv'il ly  
sūd'den ly  
sōl'emn ly  
dis tīnet'ly

## Lesson 119.

Some nouns and adjectives in *ic* make adjectives with the suffix *al*, and add *ly* to this to form adverbs. Write three columns of words on blackboard and slates by adding *al* and *ly* to the following words, thus: 1. *music*; 2. *music-al*; 3. *music-al-ly*.

lōg'ie  
erit'ie  
lŷr'ie  
skēp'tie  
mŷs'tie  
nāg'ie

stō'ie  
rūs'tie  
tōp'ie  
grāph'ie  
elāss'ie  
eōm'ie

fa nāt'ie  
ter rīf'ie  
ty rān'nie  
gē nēr'ie  
nu mēr'ie  
la eōn'ie

pa thēt'ie  
pro phēt'ie  
in trīn'sie  
dī dāe'tie  
au thēn'tie  
ee stāt'ie

Lesson 120. — *Adverbs of Time.*

	áft'er	ēar'ly	for-ēv'er
	ōft'en	al'wāys	hīth'er-to
a	sēl'dom	a nōn'	hēre-áft'er
	lāte'ly	be fōre'	hēnce-fōrth'
	ēv'er	a gāin' (-gēn)	yēs'ter-dāy
e	nēv'er	sōme'times	to-mōr'rōw

Lesson 121. — *Adverbs of Place.*

	ūp	a wāy'	hīth'er	ūp'ward
a	down	a sīde'	thīth'er	down'ward
re	out	a lōōf'	whīth'er	fōr'ward
e	fōrth	hēre-īn'	nō'whēre	bāck'ward
ce	ōff	thēre-īn'	ēv'er y-whēre	ēast'ward
nge	fār	whēre-īn'	sōme'whēre	wēst'ward

Lesson 122. — *Adverbs of Degree and Manner.*

h	whōl'ly	sōme'-how	to gēth'er
e	pārt'ly	wēll'-nīgh	a sūn'der
t	seārce'ly	e nōūgh' (-nūf)	a thwārt
	chīēf'ly	hēad'lōng	a erōss
	nēar'ly	līke'wīse	sōme'whāt
e	al'mōst	ōth'er wīse	gēn'er al ly
	vēr'y	erōss'wīse	nēv'er the lēss'

Lesson 123. — *Write from Dictation :*

From their primeval home in Asia, men have traveled northward, southward, eastward, and westward, finding everywhere the bounteous earth a supply for their necessities, but here permission to live in absolute idleness. Otherwise, they would have lacked the education which comes with least effort.



## Lesson 124.

Most adjectives and many adverbs have three forms to denote different degrees of the quality which they express; *e. g.*, You may be *wiser* than your brother, and yet you may not be the *wisest* of men. *Wiser* and *wisest* are comparative and superlative degrees of the adjective *wise*. Adjectives of one and some of two syllables form their comparative *regularly* by adding the suffix *er* to the positive, and the superlative by adding *est*; *e. g.*, *long*, *longer*, *longest*. Adjectives of more than two syllables are compared by placing *more* and *most* before the positive; *e. g.*, *terrible*, *more terrible*, *most terrible*.

Adverbs are commonly compared with *more* and *most*, though a few short ones add *er* and *est* like adjectives; *e. g.*, *soon*, *sooner*, *soonest*; *swiftly*, *more swiftly*, *most swiftly*.

A few adjectives have an irregular comparison. They are given below:

Pos.	Comp.	Sup.	Pos.	Comp.	Sup.
gōōd	bēt'ter	bēst	fār	fār'ther	fār'thest
bād	worse	worst	nēar	nēar'er	{ nēar'est
ma'ny	mōre	mōst			{ nēxt
mūch					{ lāt'est
lit'tle	lēss	lēast	lāte	{ lāt'er	{ lāt'est
fōre	fōr'mer	fōre'mōst		{ lāt'ter	{ lāst
hīnd	hīnd'er	hīnd'mōst	ōld	{ ōld'er	{ ōld'est
				{ ēld'er	{ ēld'est

Write the comparative and superlative degrees of the following adjectives, doubling the final consonant (Rule II, p. 58) before adding *er* and *est*; *e. g.*, *hot*, *hotter*, *hottest*.

fit	mād	thīn	rēd	fit
-t	glād	flāt	wēt	hōt

## Lesson 125.

**Rule I.**—Words ending in *y* preceded by a consonant change *y* to *i* if a suffix beginning with *a*, *e*, *o*, or a consonant, but retain *y* before *i* beginning with *i*; e. g., *dry*, *drier*, *driest*, *drying*, *glorious*. *Y* before a vowel is not changed. Write the following adjectives in three degrees of comparison according to the Rule. Ex.: *busy*, *busier*, *busiest*.

	eō'zy	lōve'ly	shī'ny	tī'dy
	kīnd'ly	lōw'ly	sau'cy	pret'ty (prīt-)
y	hār'dy	hō'ly	noi'sy	sil'ly
	rūd'dy	eōme'ly	drēam'y	pēt'ty
	live'ly	lōne'ly	frīend'ly	wor'thy

## Lesson 126.

The first twelve words below are Latin adjectives in the comparative, having no positives nor superlatives in our language. The remaining words are English comparatives and superlatives, having no positives. Write sentences illustrating their meaning.

	in tē'ri or	īn'ner	ūp'per
r	ex tē'ri or	īn'mōst	ūp'per-mōst
	pos tē'ri or	īn'ner mōst	nēth'er
r	ul tē'ri or	out'er	nēth'er-mōst
	su pē'ri or	out'mōst	hīth'er
i or	in fē'ri or	ūt'ter-mōst	hīth'er-mōst

## Lesson 127.

**Exceptions to Rule I.**—Excepting *dry*, in its comparative and superlative, adjectives of one syllable ending in *y* retain this letter before a suffix beginning with a vowel. A few derivatives in *kin*, *hood*, and *ship*, retain the *y*.

r	wry'ness	bā'by hood	sūre'ty ship
t	dry'ness	lī'dy kin	lā'dy ship

## Lesson 128.

A **VERB** is the principal word in every statement or command. *I write*; the baby *sleeps*; you *are* absent; the clock *has been wound* up; *think* of us;—all the words in italics are verbs. A verb denotes being, action, or the suffering or receiving of action.

Verbs have three forms to denote whether (1) the person speaking, (2) the person addressed, or (3) another person distinct from either is the subject of remark. Point out the first, second, and third *Persons* in the verbs above.

Verbs have several forms called *Tenses* to indicate whether the action or state which they express is past, present, or future, continuous or completed; *e. g.*, "*Which was* in the beginning, *is now* and ever *shall be*." *I have been writing*; *I shall have finished* my letters before the mail *will close*.

A **PARTICIPLE** is a verbal adjective; *i. e.*, it indicates the action or state expressed by the verb as a qualification of the subject, without stating it as a fact; *e. g.*, "*The flying* cloud lightens." When preceded by the article *a* or *the*, a participle becomes a verbal noun; *e. g.*, Will you witness *the signing* of this deed?

**REGULAR VERBS** form their past tense and past participle with the ending *ed*; their present participle with *ing*; *e. g.*, *seem, seemed, seeming*. **IRREGULAR VERBS** form their past tense and past participle by changing the vowel and sometimes the final consonant sounds of the present tense; *e. g.*, *sing, sang, sung*.

In all verbs excepting to **BE**, the three persons of the plural number in every tense have the same form as the first person singular in the same tense; *e. g.*, *I call, thou callest, he calls*; *we call, you call, they call*.

Can you tell the present tense of the verbs from which the following irregular past participles are derived?

bròught	flüng	thòught	be gūn'	brō'ken'
taught	wrüng	bòught	be sòught'	for gòt'ten
eaught	stüng	wròught	be sët'	be spòk'en

### Lesson 129.

Write upon blackboard and slates according to Rule I the following verbs in the *three persons* of the singular number, in the *present tense*, the *past tense*, and the *two participles*. Example:

<i>Pres. Tense, Sing.</i>		<i>Past Tense and Past Part.</i>		<i>Pres. Part.</i>
cry; (2) thou criest; (3) he cries;		cried;		crying.
frī	eōp'y	glō'ry	eār'ry	re pl'y
spȳ	pīt'y	hūr'ry	pār'ry	sup pl'y
plȳ	bur'y	wór'ry	mār'ry	eom pl'y

### Lesson 130.

Verbs ending in *y* preceded by a vowel follow the general rule, except that *pay*, *say*, *lay*, and sometimes *stay*, with their compounds, form their past tense and past participle by changing *y* to *id*; thus, *paid*, *said*, *laid*, *staid*. Write the following verbs in the same five forms given in Lesson 129. Ex.: *I obey, thou obeyest, he obeys; obeyed; obeying.*

	al lāy' <sup>1</sup>	eon voy'	eon vey'	dis plāy'
	es sāy'	de eoy'	pur vey'	gāin sāy'
	in lāy'	al loy'	sur vey'	re pāy'
y	de lāy' <sup>1</sup>	an noy'	por trāy'	pre pāy'
y	mis lāy'	em ploy'	de frāy'	dis māy'
iy	de eāy'	de stroy'	be trāy'	en joy'

### Lesson 131. — Write from Dictation:

Do you hear the town crier, crying "A child lost?" — A good scribe has copied fifty pages of manuscript. — Devout men carried Stephen to his burial. — Compliance with evil customs is injurious to the character.

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*Allay* and *delay* are not compounds of *lay*, and therefore add *y* regularly to form the past participle.

## Lesson 132.

RULE II.—Monosyllables and accented syllables, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel; *e. g., getting*. Write the two participles of the following verbs according to this rule.

frēt	re bēl'	a bēt'	ab hōr'	de fēr'
drāg	oe eūr'	a vēr'	de mūr'	pre fēr'
wrāp	in tēr'	e quīp'	re pēl'	re fēr'
plōd	de bār'	eon eūr'	ex tōl'	re grēt'
plān	ex pēl'	eon trōl'	in eūr'	per mīt'
trāp	eom pēl'	eom mīt'	sub mīt'	re fīt'

## Lesson 133.

Where the last syllable is unaccented, the final consonant should not be doubled before a suffix. Tell from what verbs the following nouns and participles are derived.

trāv'el er	wāg'on er	quar'el ing	trām'meled
jew'el er	shōv'el ing	grōv'el ing	pār'celed
lāv'el ing	prōf'it ed	eān'cel ing	tūn'neled
dū'el ing	līm'it ed	eār'ol ing	mār'shaled
chī's'el ing	pēn'cil ing	eāv'il er	lā'beled
wor'ship er	rī'val ing	eūd'gel ing	eoun'seled
shrīv'el ing	rīv'et ed	elō's'et ed	lau'reled

## Lesson 134. — Write from Dictation:

A wise councilor averred that flogging is the best remedy for vagrancy. If an idle tramp were sure of being whipped, he would soon quit his tramping for honest work. Most men prefer shoveling snow or sand to taking a cudgeling. — Wrapped in his cloak and equipped for a night's exposure, the trapper plodded to his post.

## Lesson 135.

Words ending with two or more consonants do not double the last before a suffix. Write the two participles of each of the following verbs according to the general rule.

pōach	en rōll'	en erōach'	sur pāss'
hēlp	be wīтч'	im pēach'	ex prēss'
wīlt	de līght'	pro tēst'	trans grēss'
prēach	af frīght'	in sīst'	ae eōst'
slīght	ap prōach'	ex tōrt'	sub vērt'
strēтч	re prōach'	re quēst'	ap point'
blēach	sup plānt'	eon dūet'	ae quāint'

## Lesson 136.

The final consonant is not doubled when it is preceded by two or more vowels. Write the participles of the following verbs.

drēam	ob tāin'	be wāil'	a wāit'	ap pēar'
chēat	dis dāin'	ex plāin'	a vāil'	re gāin'
cheer	ap pēal'	eom plāin'	as sāl'	de frāud'
stāin	re vēal'	sus tāin'	eon gēal'	em brown'
spoil	re eoil'	re frāin'	re pēat'	en shroud'
trāin	re pāir'	re strāin'	re pēal'	de spoil'
elāim	eon tāin'	per tāin'	pre vāil'	pro elāim'

## Lesson 137.

The words *all*, *full*, *well*, and *mass* drop one final letter in many of their compounds.

al'so	wēl'eōme	cheer'ful	al rēad'y
al'mōst	wēl'fāre	thōught'ful	al mīght'y
al'wāys	ārt'ful	wōe'ful	al'to gēth'er
al thōugh'	eāre'ful	tēar'ful	whēre'with al'
ful fill'	will'ful	fear'ful	thēre'with al'
with al'	skill'ful	Chrīst'mas	Mīeh'aēl mas

## Lesson 138.

**RULE III.**—Words ending in *e* drop this letter before any suffix beginning with a vowel, but retain it usually before a consonant. Spell the verbs from which the following participles are derived.

glū'ing	a dōr'ing	eom mēn'cing	sēp'a rā'ting
dēlv'ing	re vēr'ing	re joic'ing	īr'ri tā'ting
eūr'ing	pre cēd'ing	a brīdg'ing	cīr'eu lā'ting
writ'ing	re cēiv'ing	dis sōlv'ing	pēn'e trā'ting
writh'ing	for gīv'ing	ad hēr'ing	īm'i tā'ting
griēv'ing	pro nounç'ing	eom pōs'ing	sūf'fo eā'ting
plēas'ing	a chiēv'ing	re cēd'ing	ēd'ū eā'ting
wēav'ing	en lārg'ing	eon dēns'ing	ōr'gan ī'zing

## Lesson 139.

Form the two participles of each of the following verbs according to Rule III.

ūrge	prōm'ise	a bāse'	ar rīve'	ex ām'ine
jūdge	pēr'jure	eon fine'	as sūre'	en eoūr'age
rānge	dīe'tāte	in trude'	pro mōte'	eon tīn'ue
fōrge	stāg'nate	pōst pōne'	pre sērve'	āl tēr'nāte
chārgē	īn'jure	o blīge'	ex hāle'	eon tēm'plāt
chānge	lēet'ure	re sōlve'	dis chārgē'	de mōn'strāt

## Lesson 140.

**Exceptions to Rule III.**—When preceded by *c* or *g*, final *e* is retained before a suffix beginning with *a* or *o*, which would alter the sound of those consonants. It is dropped in a few words before a suffix beginning with a consonant. Explain the following.

chānge' a ble	eoū rā'geoūs	dū'ly	jūdg'ment
pēace' a ble	um brā'geoūs	tru'ly	lōdg'ment
nō'tice a ble	out rā'geoūs	whōl'ly	ār'gu ment
mān'age a ble	ād'van tā'geoūs	aw'ful	ae knōwl'edg men
ser'vice a ble	mōrt'gāge ōr'	nūrs'ling	a brīdg'ment

## Lesson 141.

Some adjectives make verbs by adding the suffix *en*. Explain the following.

därk'en	röd'den	säd'den	längth'en
bright'en	whit'en	gläd'den	short'en
löss'en	bläck'en	rip'en	deäd'en
broad'en	deep'en	söft'en	light'en
stréngth'en	height'en	här'den	heärt'en
wēak'en	wid'en	lēaf'en	quick'en

## Lesson 142.

We have seen (p. 50) that the Latin prefix *in*—changing to *im*, *il*, or *ir* for easier combination—has a negative meaning before adjectives. When placed before verbs it usually denotes *in*, *into*, or *upon*.

im plānt'	in vēst'	in hāb'it	īm'mi grāte
im print'	in strūet'	in hēr'it	īm'pli eāte
im pōse'	in dūce'	il lū'mine	īn'no vāte
im pūte'	in spīre'	im pān'el	īn'stī tūte
in hāle'	in sērt'	im pēr'il	in eōr'po rāte
in hēre'	in seribe'	il lūs'trāte	in eār'cer āte
in fūge'	in serōll'	in eār'nate	in vēs'ti gāte
in spēet'	im mūre'	in eūl'pāte	in sīn'ū āte
in quire'	im mērsē	n fīl'trāte	in grā'ti āte

## Lesson 143.

From what nouns are the following adjectives derived, and what changes have been made in their form?

sō'lar <sup>1</sup>	an'gu lar	eōn'su lar	of fī'cial	ār'ti fī'cial
lū'nar <sup>1</sup>	qīr'eu lar	īn'su lar <sup>1</sup>	eom mēr'cial	sāe'ri fī'cial
stēl'lar <sup>1</sup>	rēg'ū lar <sup>1</sup>	glōb'ū lar	pro vīn'cial	prēj ū dī'cial
pō'lar	mūs'eu lar	ōe'ū lar <sup>1</sup>	in dūs'tri al	qēr'e mō'ni al
mō lar <sup>1</sup>	sēe'ū lar	par tie'ū lar	ma tēr'i al	tēr'ri tō'ri al

<sup>1</sup> Sol, the sun; luna, the moon; stella, a star; mola, a mill; regula, a rule; insula, an island; oculus, an eye.



## Lesson 144.

Put the prefix *en* before the following adjectives and nouns, and explain the verbs thus formed.

-rich	-eäge	-släve	-fôrce	-tomb
-lärge	-eämp	-snäre	-gräft	-shroud
-fee'ble	-röll	-stämp	-tränge	-çir'ele
-nō'ble	-list	-thrōne	-erüst	-ti'tle
-erim'son	-träp	-sphère	-joy	-eoür'äge
-dän'ger	-föld	-shrine	-räge	-täp'gle

## Lesson 145.

Tell from what nouns and adjectives the verbs in this lesson are derived; *ize* means *to make*.

hū'man ize	fēr'ti lize	trän'quil ize	mo nöp'o lize
çiv'il ize	eöl'o nize	pül'ver ize <sup>1</sup>	i täl'i çize
lë'gal ize	i'dol ize	au'thor ize	e vän'gel ize
mör'al ize	rë'al ize	dräm'a tize	a pöl'o çize
vä'por ize	vī'tal ize	här'mo nize	än'i mal ize
ät'om ize	neü'tral ize	mës'mer ize	lib'er al ize
e'qual ize	bru'tal ize	ëm'pha size	pöp'ū lar ize

Lesson 146. — *Write from Dictation:*

To civilize a people is really to humanize it; that is, to lift it above the level of the brutes. A savage has few thoughts, wishes, or motives which differ from those of the beasts. To elevate and dignify human nature, to give ascendancy to manly, womanly, and godlike elements of character, is the aim of civilization. And though, even in civilized nations, there are people who are governed by beastly passions, the civilization of their country is no degree owing to them. If all were like them, society would soon sink to the level of the savage and even of the brute.

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<sup>1</sup>From Latin *pulvis*, *dust*, *powder*; to reduce to powder.

Lesson 147.

Nouns ending in *al*, *ance*, and *ence*, are names of the acts or states denoted by the verbs from which they are derived. Spell both verb and noun in each word below.

bu'ri al	de nī'al	ae çəpt'ance	sūf'fer ance
re new'al	al lī'ance	as sīst'ance	en dūr'ance
re viv'al	de fī'ance	an noy'ance	in hēr'it ance
re fūs'al	re çit'al	ap pēar'ance	de liv'er ance
re quit'al	dīs mīss'al	ae quāint'ance	eōn'va lēs'çence
be trāy'al	es pouş'al	re şist'ance	ēf'fer vēs'çence
re mov'al	be stōw'al	eon nīv'ance	īn'ter fēr'ence
ae quit'tal	ar rī'val	- as şur'ance	prē'ex īst'ence
ap prov'al	re priş'al	pur sū'ance	eōr'res pōnd'ence
ap pri'zal	pe ru'şal	pur vey'ance	ēf'flo rēs'çence
a vow'al	pro pōş'al	eon vey'ance	sū'per in tēnd'ence

Lesson 148.

English adjectives in *ant* and *ent* are formed from the present participles of Latin verbs. Students of Latin will be aided by remembering that verbs of the *first conjugation* make adjectives in *ant* and nouns in *ance*, those of other conjugations *usually* in *ent* and *ence*.

erē'dence	prē'sci ence	ab hōr'rence	o bē'di ence
eā'dence	au'di ence	de pēnd'ence	ex pē'ri ence
sēn'tence	rēs'i dence	eon eūr'rence	in tēl'li gence
ēs'sence	pēr'ma nence	in dūl'gence	pre pōn'der ance
şçī'ence	īn'flu ence	eo hēr'ence	in dīf'fer ence
pā'tience	ēf'flu ence	dis tūrb'ance	çir eūm'fer ence
sē'quence	rēf'lu ence	re eūr'rence	sub sērvi'ence
ēn'trance	āf'flu ence	oe eūr'rence	eon tīn'ū ance
īn'stance	ōp'ū lence	re mōn'strance	eo īn'çi dence
sēm'blance	prēv'a lence	en eūm'brance	īn'ad vēr't'ence
sūb'stance	dēf'er ence	a void'ance	īn'eon vēr't'ence

## Lesson 149.

Nouns are formed from verbs by adding the suffixes *ar*, *er*, and *or*, meaning *one who*. Spell the verbs from which the following nouns are derived, and show how Rules II and III have been applied to them.

bēg'gar	bak'er	æt'or	ēd'it or	ere ā'tor
li'ar	brew'er	toil'er	viʒ'it or	pro tēet'or
rōb'ber	driv'er	tēach'er	re çēiv'er	be liēv'er
fōr'ger	skāt'er	lēarn'er	eol lēet'or	de fēnd'er
gām'bler	swim'mer	build'er	sur vey'or	ae eūs'er
smōk'er	hūnt'er	sail'or	de sign'er	die tā'tor
lōd'ger	wrēs'tler	tail'or <sup>1</sup>	eon triv'er	eon fēs'sor

## Lesson 150.

The suffix *ant* has the same meaning as the above. Tell what changes, if any, have been made in the verbs from which the nouns in this lesson are derived.

sōrv'ant	eōm'bat ant	as sīst'ant	in hāb'it ant
elāim'ant	ōē'eū pant	as sāl'ant	eom mū'ni eant
tēn'ant <sup>1</sup>	ēm'i grant	re mōn'strant	ī tīn'er ant <sup>1</sup>
pēnd'ant <sup>2</sup>	dīs'pu tant	ex pēet'ant	an nū'i tant
trū'ant <sup>3</sup>	prōt'est ant	in fōrm'ant	par tīç'i pant
va'grant <sup>4</sup>	çēl'e brant	at tēnd'ant	pre çip'i tant
hy'drant <sup>5</sup>	eōn'fi dant	lieu tēn'ant <sup>2</sup>	de tēr'mi nant

<sup>1</sup> From a French verb, *tailler*, to cut, not adopted into English.

<sup>2</sup> Latin, *tenere*; French, *tenir*, to hold; French, *lieu*, place. Tenant, one who holds or occupies another's property; lieutenant, one who holds another's place.

<sup>3</sup> Latin, *pendere*, to hang.

<sup>4</sup> Celtic verb, to idle away time.

<sup>5</sup> French, *vaguer*, to wander.

<sup>6</sup> Greek verb, to irrigate.

<sup>7</sup> Latin, *itinerare*, to make a journey.

## Lesson 151.

Write the nouns formed by changing *t* or *te* at the end of the following words into *cy*.

in'fant	ăe'eu rate	ex'cel lent	trans pār'ent
vă'eant	dăl'i eate	răl'e vant	trans lă'gent
eôn'stant	ăd'vo eate	ăd'ju tant	eon sist'ent
dě'gent	ôb'sti nate	măn'di eant	ex pēet'ant
elēm'ent	ăd'e quate	hēs'i tant	de spōnd'ent
brill'iant	ôb'du rate	rēe're ant	de fī'cient
poign'ant	măg'is trâte	îd'i ot	re dūn'dant
pī'rate	çěl'i bate	în'ti mate	eom plă'gent
prēl'ate	în'no gent	pēr'ti nent	ef fūl'gent
pri'mate	ăr'ro gant	prēs'i dent	de lîn'quent

## Lesson 152.

Make nouns of the following verbs by changing the final letters *ate* into *ation*.

ere âte'	ăb'di eâte	ed'û eâte	nôm'i nâte
re lâte'	dēs'o lâte	grăv'i tâte	rēg'û lâte
nar râte'	răn'o vâte	îm'i tâte	făs'çi nâte
lō'eâte	dē'vi âte	tôl'er âte	dīs'si pâte
vī'brâte	ex'pi âte	văn'ti lâte	flūet'û âte
mī'grâte	ăl'ien âte	spēe'û lâte	dēe'o râte
rō'tâte	ex'ea vâte	çîr'eu lâte	pēr'fo râte
dîe'tâte	ăg'grā vâte	çěl'e brâte	eôr'po râte

## Lesson 153. — Write from Dictation:

The abdication of King James the Second made a vacancy on the throne of England, which was filled by William and Mary.—

"Tis education forms the common mind;  
Just as the twig is bent, the tree's inclined."—

The president closed the conference with a few relevant and pertinent remarks on the tendencies of modern speculation.

## Lesson 154.

The suffixes *an* and *ian* serve to form personal nouns from other nouns of kindred meaning. Thus, a magician is one who practices magic; a Christian is one who believes in Christ, etc.

är'ti şan	his tō'ri an	ē'lee trī'cian
pū'ri tan	eo mē'di an	pōl' i tī'cian
pār'ti şan	tra gē'di an	Prēs'by tē'ri an
pūb'li ean	see tā'ri an	U'ni tā'ri an
Geōr'gi an	bār bā'ri an	mēt'ro pōl'i tan
vēt'er an	re pūb'lie an	Pŷth'a gō're an
Grē'cian	Al bā'ni an	Al'ex ān'dri an
Tūs'ean	Ar mē'ni an	Cāt'a lō'ni an
Si şil'ian	A mēr'i ean	Phī'l'a dēl'phi an
I tāl'ian	Co lūm'bi an	Cīn'çin nā'ti an
E trūs'ean	Bur gūn'di an	Bāb'y lō'ni an
Phe nī'cian	Ca nā'di an	Seān'di nā'vi an
Bra zīl'ian	Rou mā'ni an	pōst-dī lū'vi an
E gŷp'tian	Cir eās'sian	ān'te dī lū'vi an
çi vil'ian	Mo hām'med an	a eād'e mī'cian
phy şī'cian	Nor wē'gi an	a rīth'me tī'cian
op tī'cian	Il lŷr'i an	ge ōm'e trī'cian
mu şī'cian	Al sā'cian	dīs'çi plīn ā'ri an

Lesson 155.—*Write from Dictation:*

The Turks, Persians, and Egyptians are Mohammedans; that is, they believe that Mohammed, who lived more than twelve hundred years ago, in Arabia, was the greatest of prophets. He commanded his followers to enforce his religion by the sword. A great Arabian empire soon overspread the southern, eastern, and part of the northern shores of the Mediterranean Sea; and but for the battle of Tours, in which the Christians were victorious, all Europe might to-day be inhabited by Mohammedans.

### Lesson 156.

The suffix *ism* denotes doctrine or character; or names the act expressed by the verb.

<i>sch</i> ism	pā'gan ism	Hin'du ism	Is'lam ism
ehriism	bār'ba riism	Bräh'min ism	Méth'od ism
är'eha ism	dēs'pot ism	Bud'dhism	Ca thöl'i çism
Hē'bra ism	erit'i çism	Gäl'li çism	Pröt'est ant ism
Lät'in ism	wit'ti çism	Jū'da ism	Ar mñn'ian ism
Hēl'len ism	fa nāt'i çism	Cäl'vin ism	Mō hām'med an ism

### Lesson 157.

The suffix *ist* is added to nouns, and rarely to adjectives, never properly to verbs. Explain the following.

ärt'ist	dū'el ist	guī tär'ist	a nāt'o mīst
flō'rist	nōv'el ist	ma çin'ist	zo ōl'o ġist
ehēm'ist	ōe'ū list	vō'eal ist	ēl o eū'tion ist
härp'ist	hū'mor ist	lōb'by ist	āg ri eult'ūr ist
aur'ist	ē'go tist	bōt'an ist	eōn tro vēr'sial ist
drüg'gīst	ōr'gan ist	phÿs'i çist	eōn ver sāt'ion ist
Bud'dhist	pī ā'nist	vī'o līn'ist	mñn er āl'o ġist

### Lesson 158.

Verbs are formed from some nouns or adjectives of similar meaning by changing the last consonant sound from aspirate to sub-vocal (see page 8), and in some cases lengthening or shortening the vowel sound. Explain each word.

bāth	bāthe	life	līve	a buse'	a buſe'
breath	brēathe	loath	lōathe	ad viçe'	ad viſe'
elōth	elōthe	mouse	mōuse	be hōōf'	be hōōve'
glāss	glāze	prīce	prīze	be liēf'	be liēve'
grāss	grāze	prōof	prōve	dif fūse'	dif fūſe'
griēf	griēve	rīse	rīſe	de viçe'	de viſe'
house	houſe	thiēf	thiēve	ex eūse'	ex eūſe'
lēaf	lēave, v. i.	ūse	ūſe	re prōof'	re prōve'

## Lesson 159.

Verbs are formed from other words by adding *fy*—from a Latin verb signifying *to make*—with a connecting vowel. Explain the following.

nō'ti fȳ	fōr'ti fȳ	măġ'ni fȳ	so līd'i fȳ
sīm'pli fȳ	rār'e fȳ	jūs'ti fȳ	in tēn'si fȳ
ăm'pli fȳ	stū'pe fȳ	mōr'ti fȳ	ī dēn'ti fȳ
fals'i fȳ	ġlō'ri fȳ	elār'i fȳ	dī vēr'si fȳ
pū'ri fȳ	beau'ti fȳ	vīv'i fȳ	per sōn'i fȳ
nūl'li fȳ	elās'si fȳ	līq'ue fȳ	in dēm'ni fȳ
ġrāt'i fȳ	erū'ġi fȳ	vīt'ri fȳ	be āt'i fȳ

## Lesson 160.

Nouns are formed from verbs with the Latin suffix *ment*.

pāy'ment	ār'ġu ment	en joy'ment	ēn'ter tāin'ment
pāve'ment	dōe'ū ment	eu chānt'ment	dīs'a ġree'ment
jūdġ'ment	tēs'ta ment	in dūġe'ment	rē'in fōrġe'ment
lōdġ'ment	ōr'na ment	pre fēr'ment	prē'en ġāġe'ment
stātē'ment	noūr'ish ment	eom mānd'ment	as tōn'ish ment
trēat'ment	bān'ish ment	a brīdġ'ment	im prīġ'on ment
moye'ment	pūn'ish ment	a mūġe'ment	ae eom'pa ni ment

## Lesson 161.

Some Latin adjectives form English nouns in *tude*; e. g., altitude, height, from *altus*, high.

mūl'ti tūde	sōl'i tūde	āpt'i tūde	plāt'i tūde
măġ'ni tūde	quī'e tūde	hāb'i tūde	si mīl'i tūde
lāt'i tūde	ġrāt'i tūde	āt'ti tūde	in fīn'i tūde
lōn'ġi tūde	sērv'i tūde	āl'ti tūde	so lġ'i tūde
ġēr'ti tūde	plēn'i tūde	tūr'pi tūde	ex āet'i tūde
fōr'ti tūde	eōn'sue tūde	lās'si tūde	vi ġīs'si tūde
āe'ti tūde	dēs'ue tūde	prōmpt'i tūde	dīs quī'e tūde

### Lesson 162.

Add *ion* to the following verbs, and tell the meaning of the nouns thus formed. Drop final *e*.

ex ěrt'	as sĕrt'	in fūse'	di ġest'	ĕx'e eūte
di rĕet'	de sĕrt'	ex ĕmpt'	ob jĕet'	pĕr'se eūte
dis eūss'	re jĕet'	ex ĥaust'	ex āet'	in'ter rūpt'
poŝ sĕss'	eon fĕss'	pro mōte'	e lāte'	in'ter jĕet'
per fĕet'	pro jĕet'	eon fūse'	o pīne'	ex ĥib'it
eor rūpt'	op prĕss'	in flāte'	re prĕss'	eon trīb'ūte
suġ ġest'	ex prĕss'	ex tōrt'	eon mūne'	dis trīb'ūte
se lĕet'	pro fĕss'	dis tōrt'	eon ġest	pro ĥib'it

### Lesson 163.

Change *de* and *re* at the end of the following verbs to *s*; *t* to *ss*; *tre* to *pt*; and add *ion*. Explain the nouns thus formed.

de ċide'	in vāde'	de lūde'	o mīt'	re ġeive'
al lūde'	de rīde'	e rōde'	re mīt'	de ġeive'
ex plōde'	ex elūde'	per suāde'	per mīt'	eon ġeive'
pro vīde'	in elūde'	se elūde'	eon mīt'	per ġeive'
eor rōde'	e vāde'	ob trūde'	e mīt'	ad ĥere'
eon elūde'	a brāde'	di vīde'	sub mīt'	eo ĥere'

### Lesson 164.

Make nouns of the following adjectives by changing *tre* to *ion*. Tell from what verbs the adjectives have been formed, when those verbs are English.

ĥet'tive	e mō'tive	rĕl'a tīve	ex ĕĕ'ū tīve
mō'tive	sue ġĕs'sive	nū'tri tīve	in dī'e'a tīve
nā'tive	ex pūl'sive	in strūet'tive	lē'is lā'tive
pās'sive	in vĕn'tive	re strīet'tive	rĕp're sĕn'ta tīve
mīs'sive	eon sūmp'tive	pro ġrĕss'ive	im āġ'i na'tive
fīe'tive	sub vĕr'sive	pro dūe'tive	il lūs tra tīve
pōŝ'i tīve	pre sūmp'tive	at tĕn'tive	lō'eo mō'tive



## Lesson 165.

The Latin suffixes *able* and *ible* mean *that can be*; e. g., *separable*, *that can be separated*. Name the verbs from which the following adjectives are formed, and make nouns of the adjectives by changing *able* to *ation*.

tăx'a ble	vên'er a ble	vă'ri a ble	a dōr'a ble
laud'a ble	îr'ri ta ble	ês'ti ma ble	ex plōr'a ble
çit'a ble	ăd'mi ra ble	ăp'pli ea ble	re spîr'a ble
prōb'a ble <sup>1</sup>	ăl'ien a ble	pên'e tra ble	im ăġ'i na ble
quōt'a ble	hăb'it a ble	eăl'eu la ble	a bôm'i na ble
dū'ra ble	vêġ'e ta ble <sup>2</sup>	êx'pli ea ble	eom mŭ'ni ea ble

## Lesson 166.

Change final *t* of the following adjectives to *ce*, and explain the nouns thus formed. Spell both adjectives and nouns.

prēs'ent	vī'o lent	re lī'ant	eon vên'ient
ăb'sent	dîl'i ġent	de fī'ant	be nêv'o lent
prŷ'dent	êl'o quent	ex îst'ent	maġ nîf'i ġent
dîs'tant	dîf'fer ent	re lŭe'tant	im pēr'ti nent
sī'lent	prōv'i dent	a bŭn'dant	eo îŋ'çi dent
ăf'flu ent	pre ġed'ent	ob ġerv'ant	ma lēv'o lent
îġ'no rant	pēs'ti lent	qui ês'ġent	om nîp'o tent

## Lesson 167.—Write from Dictation:

"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government," etc.

<sup>1</sup> *That can be tried or proved*; Latin, *probo*.

<sup>2</sup> *That vegetates or grows*.

Lesson 168.

Name the adjectives from which the following nouns have been formed; tell what letters, if any, have been dropped, and what added.

pī'e ty	a trōç'i ty	eōn'ti nū'i ty	eū'ri ōs'i ty
so çī'e ty	sa gāç'i ty	nō'to rī'e ty	gēn'er ōs'i ty
va rī'e ty	lo quāç'i ty	eōn'ti gū'i ty	ās'si dū'i ty
so bri'e ty	ea pāç'i ty	rēc'i prōç'i ty	ū'na nīm'i ty
pro pri'e ty	ere dū'li ty	sū'per flū'i ty	ē'lās tīç'i ty
au dāç'i ty	te nāç'i ty	pēr'spi eāç'i ty	ē'e çen trīç'i ty
fe rōç'i ty	eon grū'i ty	pēr'spi eū'i ty	īn'ge nū'i ty
vi vāç'i ty	ve rāç'i ty	au'then tīç'i ty	eon'spi eū'i ty
se eū'ri ty	un çēr'tain ty	sēn'si bīl'i ty	pōn'der ōs'i ty
anx i'e ty	eom mū'ni ty	ver'sa tīl'i ty	pe eul iār'i ty

Lesson 169.

Nouns ending in *ary* and *ory* usually denote *places where things are collected or made, or persons who perform or receive the actions expressed by the primitives*. Adjectives with the same termination sometimes have a participial meaning, as *transitory, passing away*; but usually mean *pertaining to*. Explain the following.

lī'bra ry	stāt'ū a ry	in fīrm'a ry	in çen'di a ry
nō'ta ry	plā'gi a ry	dī rēt'o ry	ob sērv'a to ry
vō'ta ry	ān'ti qua ry	lāp'i da ry	eon sērv'a to ry
ārm'or y	ād'ver sa ry	lū'mi na ry	pre mōn'i to ry
fāe'tor y	hōn'or a ry	sānet'ū a ry	e pīs'to la ry
tān'ner y	mīl'i ta ry	mīs'sion a ry	im āg'i na ry
sēe'ta ry	plān'et a ry	pēn'sion a ry	stī pēnd'i a ry
sūm'ma ry	trib'ū ta ry	dīe'tion a ry	de pōs'i ta ry
ā'pi a ry	ēm'is sa ry	eōm'men ta ry	a pōth'e ea ry
ā'vi a ry	viš'ion a ry	dōr'mi to ry	dīs'çi plīn a ry
vōl'un ta ry	nēc'es sa ry	mō'men ta ry	sāt'is fā

## Lesson 170.

The Latin preposition *a*, *ab*, or *abs*, means *from* or *away*; *e. g.*, abrupt, (literally) *broken from*, hence *disconnected*, *sudden*.

a bāte'	ab jūre'	āb'sençe	a bōl'ish
a vērt'	a brāde'	āb'jeet	ab lū'tion
a brīdže'	ab sçind'	āb'di eāte	ab stē'mi oūs
ab dūet'	ab sōlve	āb'la tīve	ab brē'vi ate
ab hōr'	a bāse'	āb'so lūte	āb'er rā'tion

## Lesson 171.

*Ad* means *to*. For easier pronounciation it is changed to *a*, *af*, *ag*, *at*, *av*, *ap*, *ar*, *as*, or *at*, before various consonants.

add'	af fix'	an nēx'	as pīre'	ār'ro gāte
al lī'	ae çəpt'	al lōt'	ae quāint'	ae'quī esçe'
ad hēre	ae eōrd'	af fīrm'	an nounçe'	āg'grā vāte
ad join'	ae eūse'	ap pēal'	ae erūe'	ān no tāte
ad mīt'	af fēet'	al lūde'	ae quīre'	āp'per tāin
ad dūçe'	as eribe'	al lēge'	ad jūst'	as sō'ci āte
ad vērt'	as çend'	ap pēnd'	ap prōach'	ap prē'ci āte

## Lesson 172.

*Con*—changing to *co*, *cog*, *col*, *com*, *cor*—means *with* or *together*; *e. g.*, compassion, *suffering with* another.

eon eūr'	eom pāre'	eōn'gress	eom pō'nent
eol lāte'	eom prēss'	eōm'paet	eom mīn'gle
eon tāin'	eom peer'	eōm'pass	eom mō'tion
eon trāet'	eor rēet'	eōg'nāte	eom pā'tri ot
eon erēte'	eon dūçe'	eōm'fort	eom mēm'o rāte
eon nēet'	eon çert'	eōm'merçe	eo-ōp'er āte
eo hēre'	eon fōrm'	eōm'mon	eon çen'trāte
eol lēet'	eon elūde'	eōn'eord	eo-ē'qual
eom mīx'	eon strūe'	eōn'verse	eon eūs'sion
eom bīne'	eon tēnt'	eōm'pa ny	eō'ad jū'tor
eom mūne'	eom mēnce'	eōm'plī eāte	eō'tēm'po rā ry

**Lesson 173.**

Latin, ante, *before*; post, *after*.

an tique'	an tē'ri or	an tiç'i pāte
ān'cient	pos tē'ri or	ān'ti qua ry
pōs'tern	ān'te pāst	ān'te mūn'dāne
pōs'til	ān'te rōom	ān'te pās'ehal
pōst'seript	pōst'hu moūs	pōst'-di lū'vi an
pōst'-dāte	pōs'til lāte	ān'te di lū'vi an
pōst pōne'	pōst nā'tal	pōst'me rīd'i an
ān'te dāte	ān'ti quāte	ān'te me rīd'i an
pōst-mōr'tem	ān'te cēd'ent	ān'te pe nūlt'i mate

**Lesson 174.**

Greek, anti (ἀντι), *against*.

ānt'are'tie	an tīth'e sis	ān'tī elī'max
ānt'āç'id	an tīph'o ny	ān'tī sēp'tie
ān'tī dōte	an tīp'a thy	ān'tī fē'brile
ān'ti tīpe	an tīp'o dēs	ān'tī bīl'ioūs
ān'tī ehrist	an tāg'o nist	ān'tī spaç mōd'ie
ān'tī pōpe	an'tī nō'mi an	ān'tī seor bū'tie

**Lesson 175.**

Greek, apo (ἀπό), *from* or *away*.

a pōs'tle	a pōl'o gy	a pōth'e ea ry
āp'o lōgue	a pōs'ta sy	āp'o thē'o sis
āp'o thēgm	a pōs'tro phe	a pōe'a lyp'tie
āp'o gee	a pōe'ry phā	āp'os tōl'ie al
a phēl'ion	a pōe'a lypse	a pōs'tro phīze

**Lesson 176. — Write from Dictation:**

Antediluvian men are supposed to have lived to very great age. — An apothegm is a wise and pithy saying. — The posthumous fame of the greatest men is greater than that which they enjoy while living. — Persons who live in malarious districts need *antiseptic* and *antifebrile* medicines.

## Lesson 177.

*Per or pel means through.*

per vāde'	pēr'son <sup>1</sup>	pēr'me āte	pel lū'cid
per šist'	pēr'fūme	pēr'vi oūs	per spée'tive
per plēx'	pēr'jure	pēr'qui šite	per eūs'sion
pe ruše'	per tūrb'	pēr'fo rāte	per ēn'ni al
per suāde'	per chānce'	pēr'eo lāte	per pēt'ū āte
per spire'	per fōrm'	pēr'se vēre'	per čip'i ent
per vērse'	per čeive'	pēr'ma nent	pēr'e gri nā'tion

## Lesson 178.

*Counter and contra mean against.*

eōn'tra ry	eoun'ter feīt	eoun'ter poiše'
eōn'trāst	eoun'ter mārčh'	eoun'ter seārp'
eōn'tra diet'	eoun'ter mānd'	eoun'ter bāl'ance
eōn'tra vēne'	eoun'ter plōt'	eoun'ter moye'ment
eōn'tra bānd	eoun'ter sign'	eoun'ter eūr'rent
eōn'tra dānce	eoun'ter vāil'	eoun'ter ĩr'ri tant
eoun'ter āet'	eoun'ter mīne'	eōn'tra-ro tā'tion

## Lesson 179.

*Circum means around.*

čir'euīt	čir'eum spēet	čir'eum ām'bi ient
čir'eu lāte	čir'eum sēibe'	čir'eum nāv'i gāte
čir'eum flēx	čir'eum fūse'	čir'eum vo lū'tion
čir'eum stānce	čir'eum'fer enče	čir'eum lo eū'tion
čir'eum vēnt'	čir'eum jā'cent	čir'eum val lā'tion

<sup>1</sup> This word has a curious history. Literally, it means *sound-ing through*, as the voice of an actor sounded through the mask which was always worn upon the stage of ancient theaters. Hence, *persona* meant a mask; thence it came to mean the *character* assumed with it, and last of all the real being be-hind the mask.

**Lesson 180.**

means *asunder, away from*, or simply reverses the meaning of the word to which it is prefixed. Write *dis* before each of the following and explain the derivative.

mount	a gree'	qui'et	ar rānge'
chärge	a būse'	eöl'or	ap point'
elāim	ar rāy'	hön'est	ap prove'
bānd	o blige'	eoür'äge	eon tēnt'
eôrd	ap pear'	heärt'en	be liëve'
ā'ble	en gāge'	eöv'er	săt'is fy
loy'al	eon çert'	eöm'fort	ad vān'tage

**Lesson 181.**

*E* or *ex* means *out of*; e. g., elect, chosen out.

	e vōke'	ex hūme'	ěx'or çise
	ex hāle'	ex pěl'	ex eül'pāte
ē'	ex ėmpt'	ex pēnd'	ex pē'ri ençe
le'	ex prēss'	ex trāet'	e rād'i eāte
ē'	ex pōse'	ex plōre'	e mǎn'çi pāte
ge'	ex pôrt'	ex plōde'	ex ôr'bi tant
t'	ex chānge'	ex elāim'	ex tēm'po rize
t'	ex pānd'	ěx'ea vāte	e vǎp'o rāte

**Lesson 182.** — *Write from Dictation:*

On fail of appointment, it is quite evident that you will be disappointed; but you need not be disheartened or discouraged. Discontent is ingratitude, for the poorest of men receive many gifts from the bounty of Providence. — Many and wonderful treasures have been exhumed from the ruins of cities. — When you are disengaged, may I exchange a word with you?

## Lesson 183.

*Inter*—changing to *intel* before *l*—means *between* or *among*.  
words on this page.

in'ter çède'	in'ter èst	in'ter
in'ter lâçe'	in'ter æt'	in'ter
in'ter pōse'	in'ter mīt'	in'ter
in'ter chānge'	in'ter vēne'	in'ter
in'ter line'	in'ter wēave'	in tēr'
in'ter fère'	in'ter sēt'	in'tel
in'ter fūse'	in'ter lūde'	in'ter
in'ter löck'	in'ter eourse'	in'ter

## Lesson 184.

*Pre* means *before*, either in time or place; *e. g.*, pretext (*La to weave*) something WOVEN BEFORE, *like a veil, to conceal one*'

pre çède'	pre şūme'	prē'vi oūs	pre dē
pre diēt'	pre elūde'	prē'ma tūre'	pre eō
pre pāre'	pre çise'	prēc'e dent'	pre m
pre sāge'	pre seribe'	prē'dis pōse'	pre şē
pre jūdçe'	pre fūçe'	prē'eon çēive'	pre pē
pre vēnt'	pre şerve'	prēj'ū diçe	prē'e;

## Lesson 185.

*Pro* means *for*, *forth*, or *forward*.

pro vīde'	pro çeed'	prōm'ise	prōm
pro eūre'	pro jēt'	prōg'ress	pro n
pro elāim'	pro tēt'	prōf'fer	pro f'
pro dūçe'	pro vōke'	prōv'erb	pro h
pro fēss'	pro træt'	prō'lōgue	pro e
pro fāne <sup>1</sup>	pro trūde'	prōs'peet	prōm
pro lōng'	pro pēl'	prōç'ess	pro e
pro mōte'	pro nounce'	prō'test	prōg

<sup>1</sup> Pro, *before*; fanum, *a temple*; what is outside of  
—and hence what is contrary to holiness.

## Lesson 186.

*Sub* means *under*, and hence inferior in degree or position. *B* changes to *c*, *f*, and *p* before the same letters in the primitive.

sub dūe'	sub sīst'	sūb'urb	sūb'se quent
sub jēet'	sub vērt'	sūb'ma rīne'	sūb poe'na
sub join'	suf fūse'	sūb'sti tūte	sūb dea'eon
sub lēt'	sup prēss'	sūb'dī vīde'	sūb ēd'it or
sub mērgē'	sue çeed'	sūb sīd'ençe	sūb ōr'di nāte
sub sērve'	sup pōse'	sūb'ju gāte	sūb ā'que oūs
sup pōrt'	sue eūmb'	sūf'fo eāte	sūb-trēas'ū ry
sup pl'y'	suf fīce (-fīz)	sūb al'tern	sūb'lu na ry
sub trāet'	sub mīt'	sūb āç'id	sūb'eom mīt'tee
sub ōrn'	sub serībe'	sūb vēn'tion	sūb'ter rā'ne an

## Lesson 187.

*Sur* and *super* mean *above*, *upon*, or *in a high degree*.

sūr'face	sur tout'	sū'per sēde'	sū'per hū'man
sūr'plus	sur vīve'	sū'per vēne'	sū'per fī'cial
sūr'plīce	sur mīse'	sū'per vīse'	sū'per im pōse'
sūr'feit	sur mount'	sū'per serībe'	sū'per in tēnd'
sūr'nāme	sur round'	sū'per ādd'	su pēr'la tīve
sūr'bāse	sur prīse'	sū'per fīne	su pēr'flu oūs
sūr'eōat	sur pāss'	su pēr'i or	sū'per ěm'ī nent
sūr'vey	su pēr'b'	sū'per a ble	sū'per sēn'su al
sur chārgē'	su prēme'	sū'per eār'gō	sū'per nāt'ū ral

Lesson 188. — *Write from Dictation:*

Robert Langland and Geoffrey Chaucer were the earliest English poets whose works can be read by unlearned readers. The first called himself Piers Ploughman, and wrote of and for the poor; Chaucer, on the contrary, was the poet of the rich and powerful, among whom his life was spent. His poems are very beautiful.



## Lesson 189.

*Trans means over, beyond, or through.*

trans äet'	träns'it	tran sūde'	trans p
tran sçend'	träns'ient	trans pīre'	trans lū
tran seribe'	trāv'erse	trans pōrt'	träns'n
trans mīt'	trans fēr'	trans pōse'	trans āl
trans mūte'	trans fōrm'	trans lāte'	träns'n
trans plānt'	trans fīx'	trān'sept	trāv'es
trans grēss'	trans fūse'	trans vērse'	träns'a

## Lesson 190.

*Ultra, beyond; retro, backwards.*

ül'tra ma rīne'	rē'tro spēet	rē'tro i
ül'tra mōn'tāne	rē'tro grāde	rē'tro j
ül'tra mūn'dāne	rē'tro äet'	rē'tro q
ül'tra-trōp'ie al	rē'tro çēde	rē'tro c
ül'tra-rād'i eal	rē'tro vērt	rē'tro i

## Lesson 191.

*Re, back or again.* Find twenty common verbs to which you fix *re*, and imply a repetition of the act expressed by the p  
e. g., make. Spell and define the following.

re sçind'	rē ēeh'o	re nās'çençe	rēs'ur r
re priēve'	rē-e lēet'	re dēmp'tion	rēm'i nī
re frāin'	rē pūb'lish	re splēnd'ent	re tāl'i i
re strāin'	rē'pro dūçe'	re pēl'lent	re pū'di
re quēst'	rē-en fōrçe'	re mōn'strāte	re stōr'a
re quire'	rēe'ol lēet'	rēs'o nant	re frīg'e
re triēve'	rēe'og nīze	rē eon sīd'er	re mū'n
re trēnch'	rēl'e gāte	re vīv'i fī	re līt'er i
re spōnd'	rēq'ui sīte	rē'-ēs tāb'lish	re çip'r
re hēarse'	rē'-im būrse'	rēs'ti tū'tion	re dū'pl
re erūit'	re mēm'ber	rēf'or mā'tion	re'er pī

# Lesson 192.

Latin, unus, one. Write in full.

un-	{	it,	}	one	{	
		i ty, the state of being				of the kind
		ion, the act of making				
		ique', the only				tone
		ite', to make				horn
		i son, sounding				
		i eörn, an animal with				valve
		i fi eā'tion, the act of making				system
		i vālvē, a shell of				form
		i vērse, creation viewed as				face
		i fōrm, having always				leaf
		i fā'cial, having but				letter
		i fō'li āte, having				at a birth
		i lit'er al, having but				
		īp'a roūs, producing				

# Lesson 193.

Greek, μόνος, one, single.

mōn o-	{	lith, a pillar made of	}	one	{	stone
		grāph, a writing upon				subject
		grām, several letters joined in				figure
		mā'ni ā, derangement of				faculty
		ehōrd, an instrument of				string
		m'ā ehy, a combat of				with one
		e'ra cy, government by				
		g'ā mist, having, or allowing, but				wife
		lōgue, speech uttered by				alone
		dy, a song by				mourner
		syl'la ble, a word of				syllable
		tō noūs, uttered in				tone
		strōph'ie, written in				measure

## Lesson 194.

Latin, duo, two.

dū-	ad, a union of al, consisting of al ist, one who believes in är ehy, government by äl'i ty, that which expresses el, a combat between ët', a piece of music for plex, pli eäte, to double, or multiply by	two	creative pri rulers persons performers -fold
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## Lesson 195.

Latin, bis, twice.

bī-	eăp'su lar, having çəph'a lous, having çip'i tous, having eūs'pid, having dēn'täte, having ēn'ni al, once in fid, fō'li ate, having g'a mist, having na ry, compounded of līn'gual, containing līt'er al, consisting of lāt'er al, having nērv'äte, having nō'mi al, consisting of nate, growing in pär'tite, in ped, having vālvē, having week'ly, occurring once in	two	seed vess heads heads points teeth years cleft leaves wives language letters sides nerves terms s parts feet valves weeks
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Lesson 196.

Latin, tres, tria, three.

trēb'le, trīp'le, trīne,	three-fold
trē'foil, a plant having	" leaves in a cluster
trī'pod, trēv'et, a stool or table having	" feet
trī'an g'le, a figure having three sides and	" angles
trī'āreh y, government by	" rulers
tribe, (originally) one of	" { divisions of the Roman people
trī'eol or, having	" colors
trī'ehōrd, an instrument of	" strings
trī eln'i ūm, a room with couches on	" sides
trī eūs'pid, having	" points
trī eōr'po rate, having	" bodies
trī'dent, a scepter of	" prongs
trī dēnt'ate, having	" teeth
trī ēn'ni al, occurring once in	" years
trīph'thong, a combination of	" vowels
trī pēt'al oid, appearing to have	" petals
trīp'li eate, multiplied by	"
trīp'tyeh, a painting or altar piece in	" parts
trī'rēme, a galley with	" rows of oars
trī sēt', to cut into	" parts
trī ūm'vi rate, government by	" men
trī ūne',	" in one
Trīn'i ty, the union of	" { persons in one Godhead
trī nō'mi al, consisting of	" terms
trī līn'gual, containing	" languages
trī pārt'ite, consisting of	" parts
trīl'o gy, a series of	" dramas
trī ehōt'o my, division into	" parts
trī mōrph'ism, crystallizing in	" forms
trī mēs'ter, a term of	" months
trī gl'yph, an ornament in	" parts
trī fās'ci a'ted, surrounded by	" bands

## Lesson 197.

Latin, ago, *I act or lead*; actum, *done or acted*.

ăet	en ăet'	ă'gen cy	năv'i gāte
ăet'or	ex ăet'	ăet'ū āte	ĭn'di gençe
ăet'ress	eo ăet'	ăx'i gent	ăx'i gen cy
ăet'ive	re ăet'	ăet'ū al	ex ĭg'ū oūs
ăet'tion	trans ăet'	ō'ver ăet'	am bĭg'ū oūs
ă'gent	eō'gent	eoun'ter ăet'	çĭr'eum năv'i gāte

## Lesson 198.

Latin, aer, and Greek, *aer*, *air*.

aēr-	{	āte, to supply with	}	air
		i al, pertaining to		
		i fōrm, resembling		
		o lite, a stone falling from the		
		o naut, one who navigates the		
		ōl'o gy, the science of the		
		o măn'cy, divination by means of		
		ōm'e ter, an instrument for weighing		
		ōs'eo py, observation of the		
		o phy'te', a plant growing in the		
		o stăt'ies, the art of navigating the		

## Lesson 199.

Greek, ἀρχός, *chief*; ἀρχή, *beginning*. Explain the following, from the Dictionary.

mōn'areh	ăn'areh y	ăr'eha ĭsm	ărch dūke'
pā'trĭ areh	hĕp'tareh y	ăr'ehe tȳpe	ărch dūch'ess
tē'trāreh	dū'ar eh y	ărch dea'eon	ărch prēs'by ter
ehĭl'i areh	mōn'ar eh y	ărch bĭsh'op	mo năr'ehie al
ăr'ehivez	hĭ'e rāreh'y	ărch prēl'ate	an ăr'ehie al
ăr ehā'ie	ōl'i gāreh'y	ărch an'gel	ăr ehæ ōl'o gy

## Lesson 200.

Latin, *cædo*, *I kill*.

frāt'ri-  
hōm'i-  
īn fānt'i-  
māt'ri-  
pār'ri-  
rēg'i-  
so rōr'i-  
sū'i-  
ty rān'ni-  
vāt'i-

cide, the murder or murderer of

a brother  
a human being  
an infant  
a mother  
a father  
a king  
a sister  
one's self  
a tyrant  
a prophet

## Lesson 201.

Latin, *fero*, *ferre*, to bear.

aur  
eul mī  
dōl'or ī  
flō rī  
flam mī  
fron dī  
gem mī  
mel lī  
mēt'al lī  
om nī  
pomī  
rāç'e mī  
som nī  
sōp'o rī  
stel lī  
thu rī

-f'er oūs, bearing or producing

gold  
straw  
pain  
flowers  
flame  
leaves  
gems or buds  
honey  
metals  
all kinds  
apples, or large fruits  
clusters  
sleep  
sleep  
stars  
incense

## Lesson 202.

Define the following derivatives of the Latin verb, *facere*, to make or do; e. g., defeat, to undo.

făet'	fēa'si ble	ef fēet'ū al	mu nīf'i ċenge
fēat	bēn'e fit	ēf'fi eā'cious	be nēf'i ċenge
făe'tor	ăr'ti fīċe	eō'ef fī'ciant	sig nīf'i eanċe
făċ'ile	bēn'e fīċe	līq'ue făe'tion	vēr'i fi eā'tion
ef făċe'	săe'ri fīċe (-fīz)	stū'pe făe'tion	vēr'si fi eā'tion
de făċe'	dē'i fī	săt'is făe'tion	păċ'i fi eā'tion
af fēet'	eoun'ter feit	pēt'ri făe'tion	jūs'ti fi eā'tion
de fēet'	ef fī'ciant	măn'ū făet'ūre	sănē'ti fi eā'tion
in fēet'	de fī'ciant	bēn'e făe'tor	glō'ri fi eā'tion
ef fēet'	om nīf'ie	măl'e făe'tor	per sōn'i fi eā'tion

## Lesson 203.

Latin, *fortis*, strong, brave; *fors*, chance.

fōrċe	fōrċe'ful	fōrt'ūne	for tū'i toūs
fōrt <sup>1</sup>	fōr'ċi ble	fōrt'ū nate	for tū'i ty
fōrte <sup>1</sup>	fōr'ti fī	mis fōrt'ūne	un fōrt'ū nate
eōm'fort	fōr'ti tūde	rē'en fōrċe'	eōm'fort a ble
ēf'fōrt	eōm'fort er	eōm'fort less	fōr'ti fi eā'tion
fōrtress	fōrt'al lċe	eoun'ter-fōrt	fōr'ti fī'a ble

## Lesson 204. — Write from Dictation:

Nature and art have combined to make Gibraltar the strongest fortress in the world. Quebec was formerly called the "Gibraltar of America," but its fortifications are now dismantled. — Fort Hamilton and Fort Wadsworth guard one of the entrances to New York Harbor. — Burke was a great orator; but debate was not his forte. He was effective in prepared speeches, but deficient in repartee.

<sup>1</sup> Fort, a strong-hold; forte, a strong point in character or ability.

## Lesson 205.

Write in full the following derivatives of ἥλιος, *the sun*.

Hē'li o-	p'o lis, <i>city of</i>	} <i>the sun</i>
	l'a ter, <i>one who worships</i>	
	trōpe, <i>a plant which turns toward</i>	
	gēn'trie, <i>relating to the center of</i>	
	m'ē ter, <i>an instrument for measuring</i>	
	g'ra phy, <i>a description of</i>	
	seōpe, <i>a glass for viewing</i>	

## Lesson 206.

Γεα, *the earth*.

gēo-	gēn'trie, <i>relating to the center of</i>	} <i>the earth</i>
	çÿe'lie, <i>periodically encircling</i>	
	de, <i>a crystalline stone formed like</i>	
	d'e sy, <i>the art of determining the figure of</i>	
	g'o ny, <i>the doctrine of the formation of</i>	
	g'ra phy, <i>a description of</i>	
	l'o gy, <i>the science of the structure of</i>	
	m'e try, <i>the art of measuring</i>	
	măn'cy, <i>divination by lines and dots on</i>	
	r'gie, <i>a poem on the cultivation of</i>	
	s'eo py, <i>knowledge gained by inspection of</i>	
	se lēn'ie, <i>belonging to the relations of the moon with</i>	

## Lesson 207.—Write from Dictation:

Heliolatriy was probably the earliest form of false worship. One of its seats was Heliopolis, in Egypt, where a calf was honored as an emblem of the sun.—Geometry was first studied in Egypt; for the yearly overflow of the Nile obliterated the boundaries of fields, and new measurements were frequently required. The name was afterwards applied to the general science of magnitudes.



## Lesson 208.

Define from the dictionary the following derivatives of the Greek, *graphein* (γράφειν, to write or delineate; *gramma* (γράμμα), that which is written.

grām'mar	tēl'e grāph	or thōg'ra phy
grāph'ie	gram mā'ri an	eoș mōg'ra phy
ān'a gram	gram māt'ie al	ehi rōg'ra phy
dī a gram	bi ōg'ra phy	bīb'lī ōg'ra phy
ēp'i gram	eth nōg'ra phy	lēx'ī eōg'ra phy
au'to grāph	ste nōg'ra phy	hā'gi ōg'ra phā
pār'a grāph	to pōg'ra phy	pār'al lēl'o gram
lith'o grāph	ty pōg'ra phy	tōp'o grāph'ie al
phō'to grāph	xī lōg'ra phy (zī)	au'to bi ōg'ra phy

## Lesson 209.

Explain the following derivatives of Latin, *gradior*, *gressus*, to go step by step.

grāde'	de grāde'	ag grēs'sion	rēt'ro grāde
de gree'	dī grēs's'	dī grēs'sion	gēn'ti grāde
ē'gress	trans grēs's'	pro grēs'sion	plān'ti grāde
īn'gress	grād'ū al	pro grēs'sive	īn grē'di ent
eōn'gress	grād'ū āte	trans grēs'sion	dēg'ra dā'tion
prōg'ress	grā'di ent	gra dā'tion	ūn'der-grād'ū ate

## Lesson 210. — Write from Dictation:

Have you read a biography of Dr. Noah Webster, the distinguished lexicographer? It is singularly free from typographical errors, which, printers know, are not easy to avoid. — Xylography is the art of engraving on wood. — In the progress of the arts, photography and lithography have gained many new applications. — Can you imagine a college graduate deficient in grammar and orthography?

Lesson 211.

te in full the following derivatives from the Greek λόγος, *discourse*  
nce, with their definitions.

rö	} -l'o gy, the science of }	stars
o nō		life
ehö		time
o mō		shells
nō		insects
mō		nations
e ä		derivations
		ancestry
ö		the earth's structure
lrö		measuring time
u nō		water
te or ö		hymns
thö		the atmosphere
rö		myths
rö		the dead
i thö		nerves
e ö		birds
hö		bones
e nō		disease
g'i ö		parts of the brain
tö		living beings
ehö		plants
u nō		the soul
ö		the useful arts
		God and his relations to men
		animals

Lesson 212. — Write from Dictation:

tural History is a description and classification of objects  
exist in the material world. It includes entomology,  
ology, mineralogy, conchology, ichthyology, — or the  
e of fishes, — phytology, zoölogy, and several other  
hes. It is distinguished from natural philosophy, which  
ins the causes of material phenomena, and from meta-  
cs, which deals not with appearances but with mind and  
rinciples of being.

## Lesson 213.

Latin, *pater, father; mater, mother; frater, brother.*

pa tēr'nal	pa tēr'ni ty	pā'tron	pa trīs'tie
ma tēr'nal	ma tēr'ni ty	mā'tron	pāt'ro nŷm'ie
fra tēr'nal	fra tēr'ni ty	frī'ar	pā'ter nōs'ter
pāt'ron ize	pāt'ri mō'ny	pā'tri ot	pā'tri ōt'ie
māt'ron ize	māt'ri mō'ny	pāt'ron age	pa trī'cian
frā'ter nize	pā'tri āreh'ate	māt'ron age	pā'tri al

## Lesson 214.

Frango, *I break; fractum, broken.*

frāil	in frīnge'	in frān'gi ble	re frāe'tion
frāg'ile	in frāet'	re frān'gi ble	in frāe'tion
frāil'ty	re frāet'	fra gīl'i ty	in frīnge'ment
frāe'tion	frāg'ment	re frāe'to ry	sāx'i frāge
frāet'ure	frāe'tions	rēf'ra gā ble	frāg'men ta ry

## Lesson 215.

Pendo, *I weigh; pondus, a weight.*

ex pēnd', to weigh out <sup>1</sup>	pēr'pen diē'ū lar, the line of weight
pēn'sion, a stated allowance <sup>1</sup>	pōn'dera ble, that can be weighed
per pēnd' }	pōn'der oūs, weighty
pōn'der } to weigh in the mind	pōn'der oūs ly, heavily
com pēn'sāte, to pay an equivalent	im pōn'der a ble, destitute of weight
pound, a unit of weight	pōn'der al, estimated by weight
pre pōn'der āte, to exceed in weight	pre pōn'der ānce, superior weight

## Lesson 216. — Write from Dictation:

The different degrees of refrangibility in light have given us nearly all the beauty of the natural world. If the several rays of the solar spectrum had been equally refracted, or if no refraction took place, we should be living in a world without color.

<sup>1</sup> Because, before the days of coinage, gold and silver were weighed out in payment for any purchase.

### Lesson 217.

Latin, *nosco, I know; notum, known; Greek, γινώσκειν, to know.*

<i>knōw</i>	<i>eōn nōtē'</i>	<i>nō'ta ry'</i>	<i>rēē'on noi'ter</i>
<i>knōwn</i>	<i>de nōtē'</i>	<i>nō'ta ble</i>	<i>proḡ nōs'tie āte</i>
<i>nāme</i>	<i>iḡ nōrē'</i>	<i>nō'ti fȳ</i>	<i>prē'eōḡ n'ition</i>
<i>nōte</i>	<i>fōre knōw</i>	<i>nōm'i nāte</i>	<i>nō'men elāt'ūre</i>
<i>gnōme</i>	<i>gnō'mon</i>	<i>nōm'i nee</i>	<i>iḡ'no rā'mus</i>
<i>nō'tice</i>	<i>eōḡ'ni zant</i>	<i>eōn'nois seūr</i>	<i>un knōw'a ble</i>
<i>nō'tion</i>	<i>rēē'oḡ nīze</i>	<i>ān'no tāte</i>	<i>re eōḡ'ni zange</i>
<i>knōwl'edḡe</i>	<i>iḡ'no rant</i>	<i>ae knōwl'edḡe</i>	<i>eōḡ'ni za ble</i>
<i>gnōs'tie</i>	<i>iḡ nō'ble</i>	<i>no tā'tion</i>	<i>phȳs'i ḡḡ'no my</i>

### Lesson 218.

Latin, *populus, the people.*

<i>pōp'ū lar, beloved by the</i>	}	<i>people</i>
<i>pōp'ū loūs, full of</i>		
<i>pōp'ū laçe, the common</i>		
<i>pōp'ū lāte, to fill with</i>		
<i>pōp'ū lā tion, the whole mass of</i>		
<i>pōp'ū lar īze, to make agreeable to the</i>		
<i>pūb'lie, belonging to the whole</i>		
<i>pūb'lish, to make known to the</i>		
<i>pūb'li eā'tion, the act of making known to</i>		
<i>re pūb'lie, a government by the</i>		

### Lesson 219. — Write from Dictation:

Philosophers think that they have discovered the limits of the knowable. — A physiognomist can read the character of a person in the features of his face. "The countenance," said an ancient sage, "is a continual, silent discourse of the mind." — The Assyrian kings transported many thousands of Israelites to the depopulated districts of Media.



City of Venice.

# Lesson 220.

Greek, πόλις, a city, and hence government.

po liçe'	pōl'ish	pōl'i ty	po lit'i eal	eōs'mo pōl'i t
po lité'	pōl'i cy	pōl'i ties	pōl'i tī'cian	mēt'ro pōl'i t

Nā'ples (contracted from Neapolis), the new

A erōp'o lis, the upper

An nāp'o lis, Queen Anne's

Gre nō'ble, Gratian's

Sēv'as tō'pol, Sebaste's (Augustus's)

A'dri an ō'ple, Hadrian's

Con stān'ti nō'ple, Constantine's

Iu'di an āp'o lis, Indiana's

me trōp'o lis, the mother

Ni eōp'o lis, city of victory

Trip'o li, three

De eāp'o lis, a region of ten

ne erōp'o lis, a city of the dead

} city

} cities

## Lesson 221.

Latin, Deus; Greek, θεός, God.

dē'ist, thē'ist, one who believes in a	} God
dē'ism, thē'ism, belief in the existence of	
dē'i ty, the being or nature of	
the ōl'o gy, the science which treats of	
the ōē'ra cy, government by	
the ōph'a ny, a manifestation of	
the ōd'i cy, a vindication of the justice of	
the ōs'o phy, supposed intercourse with	
thē'op neūst'ie, given by inspiration of	}
the ōm'a ehy, opposition to the will of	
dē'i fi eā'tion, the act of exalting to the rank of	
en thū'gi aśm, (lit.) the state of one inspired by	}
āp'o thē'o sis, supposed elevation of a mortal to the rank of a	

## Lesson 222.

Write in full and explain the following derivatives. Greek, φωνή, a sound.

phōn-	{	ēt'ies, the doctrine or science of	}	sound
		o grām, a character representing a		
		ō grāph, an instrument for perpetuating		
		ōg ra phy, description of the laws of vocal		
		ōl'o gy, a treatise on		
		o t'ype, a type or character representing		

eū'- ea eō an tī sŷm' tāu tō	}	phōny	{	agreeable	}	sounds
				disagreeable		
				alternating		
				harmonious		
				repetition of the same		

## Lesson 223.

Greek, μέτρον, a measure.

ā're ō ān'e mō ba ro gāſ o gāl'va nō ē'lee trō hŷ grō mi erō pŷ rō pho tō ther mō	} m'e ter, an instrument for measuring	{ density of liquids force of wind weight of atmosphere amount of gas force of galvanic current electricity in air moisture minute objects expansion by heat intensity of light variations of heat
dī ā pen tī hex ā	} m'e ter, measure	{ through a body of five poetical feet of six poetical feet

## Lesson 224.

Latin, pono, *I put or place*; positum, *placed*. The *literal* or *materia* meaning is here given. Explain the customary use of these words, and make nouns of them by changing the final *e* to *ition*. Write and define the nouns.

pōse, eom pōse' de pōse' dis pōse' ex pōse' im pōse' In'ter pōse' pro pōse' op pōse' sup pōse' trans pōse'	} to put or place	{ together down apart out, lay open upon between before against under from one side to another
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**Lesson 225.**

ne the following compounds and derivatives of *pono*, *positum*.

	pōst pōne'	pōs'i tīve	prēp'o sī'tion
ire	ex pound'	po sī'tion	prē'dis pō'nent
l	re pōse'	āp'ro pōs'	āp'po sī'te ness
ge	pūr'pose	op pō'nent	de pōs'i to ry
oy	de pōne'	prē'dis pōse'	re pōs'i to ry
nan	eom pound'	sū'per pōse'	eom pōs'i tor
hōrse	pro pound'	im pōs'tor	dīs'eom pōs'ure
iāste'	pōst-ōf'fīce	eom pō'nent	āp'po sī'tion
chāiše	pōst'mās ter	pro pō'nent	īn dīs'po sī'tion

**Lesson 226.**

Latin, *porto*, *I bear or carry*.

rt' <sup>1</sup>	pōr'ter	pōrte'-mon nāie
rt' <sup>1</sup>	pōrt'ly	pōrt mǎn'teau (-tō)
ōrt'	pōrt'age	pōrt fō'li o
rt'	pōrt'a ble	pōrt'-erā'yon
ōrt'	īm pōr'tant	pōrt eūl'lis
t'	īm pōrt'er	sup pōrt'a ble
pōrt'	de pōrt'ment	īm'por tā'tion

**Lesson 227. — Write from Dictation:**

3 electro-magnetic telegraph, the telephone, and the pho-  
ph are all American inventions. By means of the first,  
igence can travel with the speed of lightning all around  
orld; through the second, voices can be heard at a dis-  
of hundreds of miles; and the third preserves the im-  
ons made by sound-waves, and can reproduce the sounds  
selves after long intervals of silence.



## Lesson 228.

Latin, *traho*, I draw; *tractum*, drawn.

at trāet'	} to draw }	to
ab strāet'		from
eon trāet'		together
de trāet'		down, to defame
dis trāet'		asunder
ex trāet'		from
pro trāet'		out, to lengthen
re trāet'		back
sub trāet'		under, to withdraw
pōr trāy'		with pen or pencil
draw, drāg }		{ along the ground
trāil }		
drāg'gle }		

trāe'tion, *the act of drawing*

trāet'or, *that which draws*

trāe'ta ble, *easily led or drawn*

trāe'tile, *that can be drawn out*

sūb'tra hēnd', *the number to be drawn from another*

## Lesson 229. — Write from Dictation:

Astrology was the science of ignorant ages, when the stars were supposed to exert great influence over human destinies. When the world became more enlightened, astrology gave place to astronomy, which ascertains the true laws and relations of the heavenly bodies. The labors of the astrologer were not wholly useless; for the tables, which recorded the observations of planetary motions during many centuries, have been serviceable to wiser men. — A scholar should be tractable; a metal may be tractile. Copper, being a very ductile or tractile substance, may be drawn out in wire to a great length. — Traction engines are used for drawing heavy loads.

## Lesson 230.

Write in full and define the following derivatives of the Greek word.  
(τῆλε), *afar off*.

{	e	gṛām, a message sent to	}	a distance
		gṛāph, an apparatus for sending messages to		
		phōne, an instrument for conveying sounds to		
		seōpe, an instrument enabling one to see at		
		seōp'ie, pertaining to, or discoverable by, a telescope		

## Lesson 231.

Greek, skopeo (σκοπέω), *I look*.

}	seōpe, an instrument for showing	}	positions of the stars
			weight of the air
			moisture in the air
			small objects
			a variety of forms
			objects oblique to the eye
}	eth'o	}	condition of the chest

ie, view, design<sup>1</sup>

bishop, one who oversees

## Lesson 232. — Write from Dictation:

The first telescope was constructed A. D. 1608, by a Dutch spectacle maker. Prince Maurice of Nassau, then chief magistrate and Captain General of the United States of the Netherlands, wished to keep the invention a secret in his own country, on account of its importance in war. The wonderful instruments found their way, however, to London, Paris, and Venice; at the last named city, Galileo, the great Italian astronomer, heard of them with delight. In 1609, he made a telescope much resembling a modern opera-glass, with which he discovered the moons of Jupiter, and the spots on the sun.

See also *helioscope*, Lesson 205, and *telescope*, Lesson 230.

**Lesson 233.**

Latin, tritus, rubbed or worn away.

trīte, *worn out*, as an oft repeated remark  
 trīt'ū rāte, *to rub, grind, or bruise*  
 trīt'ū rā'tion, *the act of reducing to powder by grinding*  
 at trīt'ion, *the act of wearing away by friction*  
 eōn'trīte, *broken or worn by sorrow for sin*  
 eon trīt'ion, *the state of being worn by penitence*

**Lesson 234.**

Latin, vita, life; vivo, I live; mors, mortis, death.

vī'tal	vīct'ual	vī vā'ciōūs	sur vīv'or
mōr'tal	vīv'id	im mōr'tal	sur vīv'ange
mōrt'gāge	mūr'der	vī'tal ize	vi tāl'i ty
mōrt'māin	mōr'ti fy	eon vīv'i al	mōrt'ū a ry
re vīve'	vīv'i fy	vi vā'ci ty	mor tāl'i ty
sur vīve'	vi vīf'ie	vīv'i sēe'tion	īm'mor tāl'i ty

**Lesson 235.**

Latin, volvo, volutum, to roll.

e vōlve'	īn'vo lūte	ēv'o lū'tion
in vōlve'	gīr'eum vōlve'	eōn'vo lū'tion
re vōlve'	dīs'in vōlve'	rēv'o lū'tion
vo lūte'	eōn'vo lūte	īn'vo lū'tion
vōl'ūme	ōb'vo lūte	vo lū'min oūs
vāl'lōw	vōl'ū ble	re vōlv'en cy

**Lesson 236. — Write from Dictation:**

The books of the ancients were long sheets of parchment or vegetable tissue, written over with a pen, and rolled upon a staff. Hence they were called *volumes* or *rolls*; and we have retained the name though we have greatly altered the shape of the object. The cheapest book-material in ancient times was made from an Egyptian reed called papyrus, whence we have derived our word *paper*.

**Lesson 237.** — *Equivalent Expressions.*

<i>English</i>	<i>Latin</i>	<i>Old English</i>	<i>Latin</i>
o	rēs'i dençe	life	vi tāl'i ty
ed	af fēe'tion	strēss	ēm'pha sis
drawl	ēn'mi ty	stīr	īn'sti gāte
dly	āp'pre hēn'sion	lift	ēl'e vāte
ing	ām'i ea ble	en liv'en	ān'i mūte
ly	sēn'ti ment	buȳ	pūr'chase
ly	ā'mi a ble	brīnk	mār'gin
ly	mōr bīf'ie	light	rā'di ançe
bly	mōr'tal	plāçe, stēad	lieū
ly	ān'i māt ed	be seech'	sūp'pli eāte
d'ful	tēr'ri ble	erown'ing	eōr'o nā'tion
'ful	ō'di oūs	wrēтч'ed	mīȝ'er a ble
n'ful	ve rā'ciōūs	be gīn'ning	eom mēnçe'ment
e	do mēs'tie	for gīve'	pār'don
,sāv'age	fe rō'ciōūs	īçe-chēst	re frīg'er ā'tor
gry	vo rā'ciōūs	fā'ther ly	pa tēr'nal
'ful	nōx'ioūs	brōth'er ly	fra tēr'nal
t'ness	ve lōç'i ty	mōth'er ly	ma tēr'nal
'ness	çe lēr'i ty	ēarth'ly	ter rēs'tri al
pi ness	fe liç'i ty	hēav'en ly	çe lēs'tial
th'ing	rēs'pi rā'tion	kind'ness	be nēv'o lençe
k'ing	eōg'i tā'tion	wor'ship	ād'o rā'tion
riēnd'ly	in īm'i eal	prāise'wor thy	laud'a ble
ght'en	il lū'mi nāte	māke	mān'ū fāet'ūre

**Lesson 238.** — *Write from Dictation :*

acaulay says of Dr. Johnson that he made less use than other eminent writer of those strong, plain words, Anglo-  
 on or Norman-French, whose roots lie in the inmost depths  
 ur language; and that he felt a vicious partiality for terms  
 th, long after our own speech had been fixed, were bor-  
 ed from the Greek and Latin, and which, therefore, even  
 n lawfully naturalized, must be considered as born aliens,  
 entitled to rank with the king's English.

**Lesson 239.** — *Miscellaneous Words of Greek Origin.*

pō'et	ěx'o dūs	e eōn'o my
sōph'ist	trăg'e dy	phe nōm'e non
ăth'lēte	eōm'e dy	ea tās'tro phe
sphē'roid	pseu'do nŷm	a nōn'y moūs
rhōm'boid	pēn'ta teŷeh	mi sōg'y nŷst
sŷmp'tom	ěe'sta sy	pa rō'ehi al
prō'to plăsm'	psălm'o dy	e pŷph'a nŷ
mne mōn'ies	pēd'a gōgŷue	mēt'a phŷs'ies
syn ōp'sis	ōr'tho dōx	mēt'a mōr'phi-

**Lesson 240.** — *Words borrowed from Italian.*

stŷe'eo	stae eă'to	dōm'i no	vŷr'tu ō'so
lă'vâ	le gâ'to	eū'po lâ	dil'le tăn'tŷ
frēs'eo	pŷ âz'zâ	pōr'ti eo	ŷn'flu ěn'za
dŷt'to	re gât'tâ	stŷ'di o	măe'a rō'nŷ
eăn'to	um brēl'lâ	al bŷ'no	vēr'mi gēl'ŷ
vŷs'tâ	im brōgl'io	a dă'gio	lăz'za rō'nŷ
gŷs'to	fŷ âs'eo	ma lâ'ri â	ehŷ âr'-os eŷ'

**Lesson 241.** — *Words derived from the Spanish.*

tăr'iff	sŷ ěr'râ	som brē'ro	punē tŷl'io
trăf'fie	sŷ ěs'tâ	a dō'bē	pēe'ea dil'lo
eōr'ral	ar mă'dâ	dŷ ěn'nâ	dēs'per â'do
plă'zâ	guēr rŷl'lâ	va nŷl'lâ	fŷl'li bŷs'ter
jŷn'to	fŷo tŷl'lâ	ba nă'nâ	ăl'li gâ'tor
eăn'on (-yon)	gua ehă'ro	gua nă'eo	hă'ci ěn'dâ (ă'the-)
erē'ole	guă'ia eŷm	ŷn'di gō	se'ño rŷ'tâ (sēn'yō)
eōch'i nēal	mos qui'to	bŷf'fa lô	săr'sa pa rŷl'lâ
chăp'ar răl'	çin ehō'nâ	plăt'i num	El'Do ră'do

**Lesson 242.**—*Words of Arabic Origin.*

āl'eōve	Iḡlam	āl'eo rān	ām'ū let
dī vān'	mōs'lem	āl'eo hol	mīn'a ret
ea'liph	kō'ran	a lēm'bie	āz'i muth
sūl'tan	qī'pher	al'ma nāe	tāl'is man
nā'dir	al eaid'	āl'ehe my	ār'se nal
zē'nith	al eāld'e	ehēm'is try	tām'a rind
āt'tar	ea'dī	āl'ge brā	āl'ka hest
nāph/thā	shēr'bet	āl'ka lī	Al dēb'a ran

**Lesson 243.**—*National and Local Adjectives.*<sup>1</sup>

**Example:** Sullote, a native of Suli; Palermitan, a native of Palermo.

Smȳr'ni ot	Pōr'tu guēse	Gēn e vēse'	Bo lōgn ēse' (-yēz)
Spēz'zi ōte (spēt'-)	Būr mēse'	Lue ehēse'	Mār'seīl lāis' (-yā)
Nau'pli ōte	Chī nēse'	Mō'de nēse'	Ly on nāis' (lē-)
Mō're ōte	Jāp'a nēse'	Flōr'en tīne	Mīl'an ēse'
Ep'irōte	Māl tēse'	Gēn o ēse'	Bōr'de lāis'
Hȳ'dri ōte	Ar'ra gōn ēse'	Pār'me sān'	Vī'en nēse'
Cȳp'ri ot	Sī'a mēse'	Al'ge rīne'	Pa rīš'ian

**Lesson 244.**—*Write from Dictation.*

Useful as the foreign elements in our language may be, it is still true that "English speech sounds best from English lips." A home is better than a residence; neighborhood than vicinity; brotherly love than fraternal affection. One may as well begin as commence a task, and help is often more welcome than assistance. It is better to give than to donate, or even to present; to talk than to converse; to buy than to purchase; to regain health than to convalesce. Half-educated people are often fond of magniloquent expressions, while the greatest and wisest use the simplest words.

<sup>1</sup>See Lesson 101.

Lesson 245. — *Miscellaneous Words.*

hăsh'eesh	çy'e'la men	dăm'as çene
ehlō'rīde	sye'a mōre	ehăm'o mile
ehlō'ral	eăp'tain çy	stō'i çism
lūs'ciouš	hănd'ker chief	pōl'y ehrōme
friend'ly	vīg'or oūs	phÿs'i çist
writ'ten	vīl'i fy	mūs'eo vīte
mÿr'rhīne	çhār'la tan	chōe'o late
plăck'et	çyn'o sÿre (-shÿre)	be lēa'guer
făl'chion	eū'eha rīst	ai lăn'tus
fă'kir	ăv'a lănche'	per nī'ciouš
dēr'vish	serōf'ū lă	ex hăust'ion
sōme'what	ehlō'ro fōrm	hēp'tareh y
elēar'ange	ehlō'ro phÿl	ău spī'ciouš
ghoul'ish	blăs'phe moūs	pro pī'tiouš
sou'chōng'	hÿp'o erīte	eha lÿb'e ate
sē'quence	păr'al lēl	eha mē'le on
çy'ele	czăr'o witz	çy'elo pē'an

Lesson 246. — *Same Exercise Continued.*

mōr'tīse	jēop'ard y	ğym nă'si um
mōrt'găge (-gēj)	hēm'or rhăge	hÿ pēr'bo le
Chrīs'tmas	mū'çi lăge	hÿ drōp'a thy
mău'ger	hēm'i sphēre	pe rīph'er y
măud'lin	ăe'o lÿte	phÿ lăe'ter y
mēa'ger	rēs'er voir (-vwôr)	lÿ eăn'thro p
mēad'ōw	eōl'on năde'	hÿ pōth'e eăt
dÿe'-house	pÿth'o ness	al lōp'a thy
knăv'ish	sÿe'o phant	hō'me ōp'a th
ex'ăreh	pÿr'rho nīst	phÿs'i ōg'no
sou'thern	pÿr'a mīd	çy'elo pē'di ă
pīqu'ant	lăb'y rīnth	sar eōph'a g
pīn'naçe	mÿr'i ăreh	pōl'y tēeh'nie
ēph'od	spē'cial ty	hī'e ro glÿph'
vīct'uals	ăph'o rīsm	păr'ti çī ple
vīgn ette' (-yēt')	Hū'gue nōt	ma hōg'a ny
eu' tēm'n'	trou'ba dour'	pa rēn the sis

## PART III.

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### Lesson 247. — *Days of the Week.*

Sun'day, <i>the Sun's</i>	}	day	<i>First Day</i>
Mon'day, <i>the Moon's</i>			<i>Second Day</i>
Tues'day, <i>Tii's</i>			<i>Third Day</i>
Wednes'day, <i>Wó'den's</i>			<i>Fourth Day</i>
Thurs'day, <i>Thór's</i>			<i>Fifth Day</i>
Fri'day, <i>Frí'a's</i>			<i>Sixth Day</i>
Sat'ur day, <i>Sát'urn's</i>			<i>Seventh Day</i>

### Lesson 248. — *Months and Seasons.*

Märch,	A'pril,	Māy,	are	<i>Spring Months</i>
Jūne,	Ju lý,	Au'gust,	are	<i>Sūm'mer Months</i>
Sep tēm'ber,	Oe tō'ber,	No vēm'ber,	are	<i>Au'tumn Months</i>
De cēm'ber,	Jān'ū a ry,	Fēb'rū a ry,	are	<i>Wīn'ter Months</i>

### Lesson 249. — *Words connected with Government.*

Cōn'gress	Prēs'i dent	Sēe're ta ry of Stāte
Sēn'ate	Ex ēe'ū tīve	Pōst'mas ter-Gēn'er al
Dēp'ū ties	Lēg'is lā'tīve	At tor'ney-Gēn'er al
Com mīt'tee	Ju dī'ci a ry	En'voy-Ex traōr'di nary
Pār'lia ment	Rēp're sēn'ta tīve	Mīn'is ter-Plēn'i po tēn'ti a ry
Cāb'i net	Dī plo'ma cy	Fōr'eīgn Re lā'tions

### Lesson 250. — *Write from Dictation:*

The Congress of the United States consists of a Senate and a House of Representatives. Two Senators are chosen by the legislature of each State; and one Representative is elected by the voters of each Congressional District.





**Lesson 251.** — *Names of Rulers.*

kǐng  
queen  
czār  
khān

ēm'per or  
mǐ kā'do  
sūl'tan  
sul tā'nā

rē'gent  
vīce'roy  
khe dīve'  
pa shā'

sā'chem  
hōs'po dār  
gōv'er nor  
vīz'ier

**Lesson 252.** — *Forms of Government.*

kǐng'dóm  
re pūb'lie  
eōm'mon wēalth'  
tǔr'an ny  
dēs'pot īsm  
Çæ'sar īsm

im pē'ri al īsm  
de mōe'ra cy  
ār'is tōe'ra cy  
plu tōe'ra cy  
mōn'areh y  
dū'ar eh y

ōl'i gāreh'y  
pa shā'lie  
vīce roy'al ty  
au tōn'o my  
au tōe'ra cy  
sū'ze rain ty

**Lesson 253.** — *Write from Dictation:*

Three provinces, which formerly belonged to the Turkī sh Empire, obtained their autonomy,—i. e., the right of self-gōv- ernment,—within the third quarter of the nineteenth centu ry. Moldavia and Wallachia were formed into a new principāl ty, under a hospodar chosen by the people with the consent of the sultan. Still later, Servia became independent under one of her native princes. — Egypt is ruled by a khedive.



**Lesson 254.** — *Words used in Law.*

wrīt  
plēa  
jūdge  
eəʒe  
sūit  
sūe  
elāim  
chārgē  
eōurt  
stāt'ūte  
ē'diet  
dī'gest  
pān'deet  
tī'tle  
bāil'if

plāint'iff  
de fēnd'ant  
ar rēst'  
de eree'  
sēn'tēge  
dis chārgē'  
re priēve'  
vēr'diet  
shēr'iff  
en āet'  
en join'  
ap pēal'  
ar rāign'  
dis trāin'  
de fāult'

ap pēl'lant  
in dict'ment  
ar rāign'ment  
eon vie'tion  
ae quīt'tal  
sub pō'nā  
eōn'sta ble  
ēq'ui ty  
chān'ce ry  
eōd'i fy  
lēg'is lāte  
māg'is trāte  
rēf'er ee'  
jū'rist  
ād'vo eate

āf'fi dā'vit  
lit'i gā'tion  
ār'bi trā'tion  
eōn'dem nā'tion  
jū'ris eōn'sult  
ar bīt'ra ment  
ad jū'di eā'tion  
prōs'e eū'tion  
so lic'it or  
mu nīc'i pal  
ju rīd'ie al  
le gāl'i ty  
le gīt'i mate  
īn'ter nā'tion al  
jū'ris prū'dēnce

**Lesson 255.** — *Materials and Methods of Writing, etc.*

seribe	serib'ble	măn'ũ seript	hĩ'e ro glȳph'ie
seript	çĩ'pher	păr'a grăph	ehi rōg'ra phy
serawl	vě'l'lum	bul'le tin	ea lig'ra phy
seratch	pā'per	ehrōn'i ele	ty pōg'ra phy
elērk	pārch'ment	eoun'ter sign	ste nōg'ra phy
slāte	tāb'let	oe tā'vo	p̄let'ũre-wrĩ'ting
chalk	shōrt'-hānd	ĩn'ter line'	dũ'o dēç'i mo
tȳpe	fō'li o	ũn'der sign'	ōe'to dēç'i mo
tōme	quar'to	stē're o tȳpe	ĩm'pri mā'tur

**Lesson 256.** — *Words relating to Literature.*

style	ob seũre'	āl'pha bet	am bĩg'ũ oũs
skēтч	eon çĩse'	sȳ'la ble	per spĩe'ũ oũs
phrāse	dif fũse'	vō'ea ble	ex ũ'ber ance
pũn	sue çĩnet'	pōl'y glōt	pe rĩph'ra sĩs
brōgue	ver bōse'	lēx'i eon	plā'gia rĩsm.
trōpe	dĩe'tion	ēs'say ĩst	fĩg'ũ ra tĩve
tōngue	ĩd'i om	lit'er al	mo nōt'o noũs
speech	eō'pi oũs	sȳn'o nȳm	grān dĩl'o que

**Lesson 257.** — *Write from Dictation:*

- The art of printing from movable types was invented by three European mechanics about the middle of the fifteenth century. Koster, of Haarlem, made separate wooden types and with them printed the first book, A. D. 1438; Gutenberg of Mentz, cut metallic types, and another German cast them. Our type-foundries now cast innumerable fonts of metallic letters. When the compositor has made a correct copy of the matter to be printed, a solid plate of each page is stereotyped or electrotyped; and a "Lightning Press" soon completes the work by producing a multitude of impressions.

**Lesson 258.** — *Words used in Physiology.*

nërve	tis'sue (tish'shū)	dēl'toid	ār'ter y	ād'i pōse
brāin	mēm'brāne	thȳ'roid	au'ri ele	çel'lu lar
skūll	mū'eōūs	ehō'roid	vēn'tri ele	erȳs'tal line
ehȳme	mūs'cle	flēx'or	eū'ti ele	rēt'i nā
ehȳle	stōm'ach	mō'tor	eār'ti lage	tȳm'pa num
lȳmph	gās'trie	sēn'sor	līg'a ment	gan'gli on
glānd	prōç'ess	sūt'ure	vēr'te bræ	erā'ni um
lūngs	sē'roūs	stēr'num	eōn'dy loid	bræh'i al
heārt	plēx'us	lār'yux	elāv'i ele	dī'a phrāgm

**Lesson 259.** — *Diseases and Medicines.*

tȳ'phus	bron eh'i'tis	ān'o dȳne	ehlō'ro fōrm
tȳ'phoid	eon sūmp'tion	stīm'ū lant	lau'da nūm
phthi's'ie	pneū mō'ni ā	ō'pi āte	bēl'la dōn'nā
ea tārreh'	diph thē'ri ā	ān'ti dōte	ān'æs thēt'ie
rhu'bārb	ehōl'e rā	eāl'o mel	sōp'o rīf'ie
sul'phur	eon gēs'tion	mēr'eu ry	mēn'in gīt'is
eām'phor	rheu'ma tīsm	glȳç'er īne	pēr'i to nī'tis
strȳeh'nīne	āp'o plēx'y	eap'si eūm	pa rāl'y sis
qui'nine	in sōm'ni ā	fēb'ri fūge	neū rāl'gi ā

**Lesson 260.** — *Properties and States of Matter.*

sōl'id	rār'i ty	po rōs'i ty	ē'las tīç'i ty
liq'uid	dēn'si ty	te nāç'i ty	vōl'a tīl'i ty
flū'id	māg'ni tūde	due tīl'i ty	sōl'ū bīl'i ty
gās'e oūs	ex tēn'sion	trae tīl'i ty	so nō'roūs ness
fū'sion	ex pān'sion	o pāç'i ty	dō vīç'i bīl'i ty
vā'por	eo hē'sion	trans pār'en çy	eom būs'ti bīl'i ty
lūs'ter	at trāe'tion	frān'gi bīl'i ty	im pēn'e tra bīl'i ty

**Lesson 261. — Qualities and States of Mind.**

shrewd	a eūte'	frān'tie	sa gā'ciouſ
vāgue	as tūte'	flight'y	im pār'tial
keen	eon fūſed	shāl'lōw	ju dī'ciouſ
eālm	a lērt'	lēarn'ed	dog māt'ie
quīck	elēv'er	eaū'tiouſ	so phīst'ie al
blūnt	sūbt'le	stū'di ouſ	in tēl'li gent
stāid	thōught'ful	eū'ri ouſ	po lēm'ie al
erāzed	pēn'sive	sā'pi ent	dīs'pu tā'tiouſ
wēak	in sāne'	dū'bi ouſ	eōn'tro vēr'sial
rāpt	whīm'sie al	erēd'ū louſ	en thū'ſi ās'tie

**Lesson 262. — Verbs denoting Mental Action.**

sēarch	in vēnt'	re flēet'	ex ām'īne	seru'ti nīze
jūdge	dis eūss'	in quīre'	eon sīd'er	de tēr'mīne
thīnk	de dūce'	neg lēet'	de cī'pher	de mōn'strātē
weigh	as sūme'	eon ġeive'	in tēr'pret	in vēs'ti gāte
eōn	eon ġede'	per ġeive'	dis tīn'guish	i dēn'ti fy
stūd'y	pre sūme'	re vōlve'	ān'a lye	dis erīm'i nāte
eān'vas	be liēve'	eon fūte'	mēd'i tāte	in tēr'ro gāte

**Lesson 263. — A few British Authors.**

Shāk'spēare	Bȳ'ron	Tēn'ny son	Froude
Mīl'ton	Shēl'ley	Bu ehān'an	Free'man
Dry'den	Kēats	Swīn'burne	Mēr'i vāle
Beāt'tie	Seōtt	Ros sēt'ti	Lēck'y
Cāmp'bell	Cār'lyle	Mōr'ris	Dīck'ens
Cōle'rīdge	Kīngs'ley	Mau'rīce	Thāck'e ray
Words'worth	Hūghes	In'ge lōw	Bul'wer
South'ey	Hēlps	Brown'ing	Lew'es (lu'is)



**Lesson 264.** — *Words related to War.*

eön'script	pla tōon'	mūs'ket ry	ärm'is tīce
squād'ron	re trēat'	eäv'al ry	prō'to eöl
län'cer	sue eūmb'	īn'fant ry	bat tāl'ion
ēn'sign	eam pāign'	grēn'a diēr'	shärp'-shōot'er
spēar'man	dra gōon'	fū'sil eer'	de täch'ment
hōrse'-guärd	hūş gār'	eu'räs siēr'	mīl'i ta ry
gūn'ner	brī gāde'	hāl'ber diēr'	bel līg'er ent
ōrd'nance	eär tēl'	eän'non āde'	ea pīt'ū lāte
eär'tridge	eär touch'	eän'non eer'	in dēm'ni ty
pow'der	gre nāde'	gār'ri son	pre līm'i na rīes
eöl'umn	pon tōon'	rēg'i ment	päç'i fi eä'tion

**Lesson 265.** — *English and American Generals.*

Marl'borough	Wash'ing ton	Gātes	Häv'e löck
Wēl'ling ton	Mär'ion	Greene	Bur gōyne'
Nā'pī er	Mōul'trie	Lee	Cōrn wā'l'ia

**Lesson 266.** — *Words related to War.*

sûr'geon	ăm'bu lance	păr'a pet	băst'ion
neu'tral	hös'pi tal	a büt'ment	breăst'work
seüf'fle	mön'i tor	ăb'a tis	glă'gis
skîr'mish	i'ron-elăd	çit'a del	sôr'tiē
eön'flict	en eoun'ter	păl'i sâde'	bul'wark
băt'tle	sur ren'der	eoun'ter seărp	pîck'et
strüg'gle	en gâge'ment	băr'bi ean	sên'try
răm'părt	in trenç'ment	băt'tle ment	fôr'ây
re doub't	in vëst'ment	mũ'ni ment	völ'ley
bar bët'te'	per eüs'sion	how'it zer	fûr'lough
lu nët'te'	pro ject'ile	bây'o net	knăp'sack

**Lesson 267.** — *Names of Fishes and Marine Animals.*

trout	brëam	hër'rîng	lăm'prey	măck'er el
sôle	eărp	güd'geon	săr'dine	stîck'le băck
băss	përch	floun'der	mîn'nôw	ăr'go naut
shăd	chüb	stûr'geon	mũ'let	nău'ti lûs
shărk	dăçe	sălm'on	hăd'dock	ae tîn'i â
whăle	smêlt	tûr'bot	tũn'ny	sêa-lëop'ard

**Lesson 268.** — *Names of Quadrupeds.*

fawn	ē'land	jăg'ū ār'	rein'deer	ěl'e phant
bî'son	tă'pir	pôr'eu pîne	rôe'bûck	ea mël'o pard
hôrse	llă'mă	pëe'ea ry	quăg'gă	drôm'e da ry
lynx	jăck'al	ăn'te lôpe	zë'bră	kăn'gă rōo'
çiv'et	lî'on	wol'ver ine'	gi răffe'	ăr'mă dîl'lo
ău'roehs	tî'ger	çhăm'oïs (-y)	gëms'bok	rhi nôç'e ros
hÿ ē'nă	păn'ther	gō rîl'lă	sprîng'bok	hîp'po pôt'a mus
nÿl ghău	eo yôte'	ÿeh neu'mon	ăard'vărk	o rănç'ou tăng'



### Lesson 269. — *Names of Birds.*

auk	phēas'ant	vūlt'ūre	ō'ri ōle	kīng'fīsh er
duck	pār'tridge	eōn'dor	ōr'to lan	mōck'ing-bīrd
gōose	spār'rōw	ēa'gēle	pār'o quēt	hūm'ming-bīrd
eōot	spōon'bill	hēr'on	ōs'si frage	eōck'a too'
lōon	pīg'eon	ōs'prey	night'in gāle	āl'ba trōss
grouse	eūr'lew	pār'rot	ptār'mi gān	gūr'fal eon
quāil	swāl'lōw	bīt'tern	pēl'i ean	lām'mer gēy'er

### Lesson 270. — *Names of Insects.*

wāsp	erīck'et	lō'eūst	grāss'hōp per	gi eā'dā
mōth	ēar'wīg	wee'vil	būt'ter fly	nēe'ro phōre
spīngx	bee'tle	gād'fly	ehrys'a līs	eāt'er pī'lax



**Lesson 271.** — *Precious and Valuable Stones.*

dīa'mond	jā'cinth	sāp'phīre (sāf'ir).	ēm'e rald
sār'di ūs	ō'nŷx	tōur ma line	ehrys'o prāse
tō'paz	jās'per	ear'buŋ ele	māl'a ehite
ō'pal	gār'net	ām'e thŷst	ear nēl'ian
ru'by	tūr quois'	sār'do nŷx	ehal çed'o ny
bēr'yl	āg'ate	ehrys'o lite	lā'pis lāz'ū lī

**Lesson 272.** — *Stones used for Paving, Building, etc.*

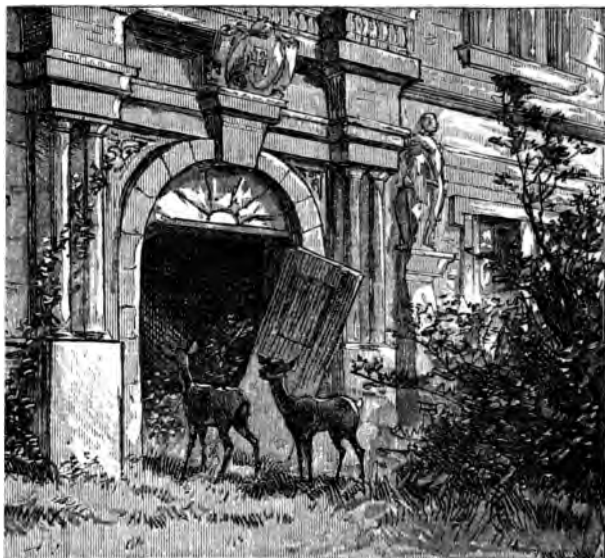
flint	mār'ble	hōrn'blēnde	dō'lo mīte
quartz	fēld'spār	līg'nite	ān'thra çite
gneiss	tū'fā	ba salt'	trāv'er tūne
schist	sānd'stōne	eon glōm'er ate	pōr'phŷ ry
grān'ite	lime'stōne	sēr'pen tīne	sī'en ite

**Lesson 273.** — *Words relating to Music.*

sō'lō	so prā'no	ō'ver tūre	vī'o lon çel'lo (-chēl-)
ehō'rus	eon trāl'to	sŷm'pho ny	ōph'i eleide
tēn'or	bār'i tōne	so nā'tā	ōr'ehes trā
ō'bōe	quar tētte'	eon çēr'to	phīl'har mōn'ie
eōr'net	prō'grāmme	ean tā'tā	rēc'i ta tīve'
bas sōn'	lī brēt'to	ōp'er ā	fān tā'çi ā
trōm'bōne	re hēar'sal	fūgue	ōr'a tō'ri o

**Lesson 274.** — *Noted Musical Composers.*

Bāeh	Hān'del	Bee'thō ven	Wāg'ner (vāeh-)
Spōhr	Hay'dn	Mēn'dels sōhn	Gior dā'no (jōr-)
Rāff	Ver'di	Meŷ'er beer	Pā'les trī'nā
Bēr'li oz	Schū'bērt	Ru'ben stein	Mō'zart (mōts-)
Au'ber (ō'bēr)	Schū'mānn	Boiel diēŷ'	Ros sī'nū



Lesson 275. — *Words used in Architecture.*

	Göth'ie	är'ehi trāve
	Nôr'man	vës'ti būle
	Tūs'ean	pëd'i ment
1	Dör'ie	mül'ti foil
	I ðn'ie	är'a bësque
nn	Co rin'thi an	bäl'us trāde
ron	Com pös'ite	pa vīl'ion
ess	By zän'tine	ve rän'dā
t	Mo rësque'	pôr'ti eo
ept	tri'glýph	ea thë'dral
le	gär'goyle	ba sīl'i eā
e'	eāp'i tal	en táb'la tūre
le'	pëd'es tal	eār'y āt'id

**Lesson 276. — Great Sculptors and Painters.**

Phĩd'i as	Gĩd'to (jõt'to)	Tĩ'tian
Spä'gño lět'to (-nyo-)	Pę rų ġi'no	Bel li'ni
Prăx ít'e lēs	Ră phă'el or }	Căgl iă rĩ (-yă-)
Ghĩ bér'tĩ	Răf fă ěl'lo }	Del a rōche
Břų nel lēs'ehĩ	Cor rēg'gio	Kăul'băch (kowl-)
Do na těl'lo	Că'răc ci (-răt'chē)	Schēf'fer
Măs săc'cio (-săt'cho)	Că'ră vag'gio	Gē rōme' (zhē-)
Mĩch'ael An ġę lo	Dō'mę ni ehĩ'no	Męis sōn'ni ęr'
Buō'nar rō'ti (bwō-)	Giũ'lĩo Ro mă'no	Dăn'neck ęr
Lę'o năr'do	Cim a bu'e }	Că nō'vă
da Vĩn'ci (-chē) }	(Chē mă bōō'ă) }	Thor wăld'sen

**Lesson 277. — French Authors, Generals, and Statesmen.**

Côr neille' (-năē)	Bă zăine'	Lă'măr tĩne'
Ră ġine'	Sĩ'mōņ (-mōņg)	Tăl'ley rănd'
Mōl iēre'	Brō ġlie' (brōl yē)	Ou'dĩ nōt'
Păs'eal	Au măle' (ō măl)	Rĩche li eũ'
Guĩ zōt'	Trō ġhų'	Săĩnt Ar naud' (-nō-)
Thĩ ērs'	Jũ nōt' (zhũ-)	Mę rĩ męe'
Lĩt trę'	Des săĩt'	Cav aĩgĩ ăe' (-ăĩ yăk
Rųs seau' (-sō)	De Stăel'	Chă teau brĩ ăĩd'

**Lesson 278. — German, ditto.**

Gœ'the (ģę'tă)	Biş'mărch	Wăl'len steĩn
Schłl'ler	Mōlt'ke	Met'ter nĩeh
Rĩeh'ter	Hũm'bōldt	Măn'teuf fel (-)
Hēr'der	Bun'sen	Freĩli ġrăth
Hę'ģel	Nĩe'buhr (-bōor)	Au'er băeh' (c
Lēs sing	Răĩ'ke	Strauss' (stro
Wie'lăĩd (vę'lăĩt)	Schłę'ģel	Beust' (boist)
Leĩb'nĩtz	Schłĩę măĩn	Fĩeh'te' (fęk
Lĩę'bĩģ	Schweĩn'furth	Ja eo'bi (yũ

**Lesson 279.** — *Words used in Astronomy.*

e elipse'	něb'ũ læ	ē elip'tie	ðe'eul tā'tion
trần'sit	něb'ũ lar	ās cən'sion	rěv'o lū'tion
orb'it	pār'al lăx	ās'ter oid	cən tríp'e tal
quăd'rânt	ăp'o gee	Plē'ia dēs	cən tríf'ũ ġal
sêx'tant	pěr'i gee	săt'el lite	dě'e'li nă'tion
ġir'ele	zō'di ae	ē'qui nōx	eôn'stel lă'tion
zē'nith	sÿz'y ġy	ē quă'tor	ē'qui nōe'tial
nă'dir	dĩ ũr'nal	a phēl'ion	pěr'i hēl'ion

**Lesson 280.** — *Write from Dictation:*




<i>States</i>	<i>Capitals</i>	<i>States</i>	<i>Capitals</i>
Maine	Au ġūs'ta	Lou i ši á'na	New Or'leas
New Hămp'shire	Côn'eord	Těx'as	Aus'tin
Ver mōnt'	Mont pē'lier	Ar kăn'sas	Lit'tle Rōck
Mă'ssa chũ'setts	Bōs'ton	Mis sōu'rĩ	Jěf'fer son Cýt'y
Rhōde Is'land	Prōv'i dençe	Těn nes see'	Năsh'ville
Con nect'i eut	Hărt'ford	Ken tũck'y	Frănk'fōrt
New Yōrk'	Al'ba ny	Il li nois'	Sprīng'fiēld
New Jěr'sey	Trěn'ton	In dĩ á'na	In'di an ăp'o lis
Pěnn'sÿl vā'ni á	Hăr'ris bũrg	O hĩ'o	Co lũm'bus
Dē'l'a ware	Dō'ver	Mĩch'i ġan	Lăn'sing
Mă'ry land	An năp'o lis	Wis eôn'sin	Măd'i son
Vir ġin'i á	Rĩch'mond	I'ō wă	Des Moines
Wěst Vir ġin'i á	Wheel'ing	Mĩn'ne sō'ta	St. Paul
Nōrth'Căro lĩ'n á	Ră'leigh	Kăn'sas	To pē'kă
South'Căro lĩ'n á	Co lũm'bi á	Ne brăs'kă	Lĩn'eōln
Geōr'ġi á	At lăn'ta	Cōl'o ră'do	Děn'ver
Flōr'i dă	Tăl'la hă'ssee	Ne vă'dă	Căr'son Cýt'y
Al'a bă'mă	Mont ġóm'er y	Or'e ġon	Să'lem
Mis'sis sĩp'pĩ	Jăck'son	Căl'i fōr'ni á	Săe'ra mēn'to

**Lesson 281.** — *Names of the Territories and their Capitals.*

Da kō'tā	Yāpk'ton	A lās'kā	Sīt'kā
Mōn tā'nā	Hel ē'nā	U'tāh	Salt Lāke Cīt'y
Wŷ ō'ming	Çheŷ ēnne'	Ar'i zō'nā	Tue'son
I'da hō	Boise Cīt'y	New Mēx'i eo	Sān'ta Fe'
Wāsh'ing tōn	O lŷm'pī ā	In'di an	Tāh le quāh'

**Lesson 282.** — *Spanish-American Countries and Capitals.*

Mēx'i eo	Mēx'i eo	Nŷ'a rā'guā	Ma nā'guā
Guā'te mā'lā	Guā'te mā'lā	Hon dū'ras	Cō'may ā'guā
Sān Sāl'vā dōr	Sān Sāl'vā dōr	Cōs'ta Rī'eā	Sān Jo'se (hō'se)

Co lōm'bī ā	Bō gō tā'	Chī'li	Sān ti ā'go
Vēn'e zu ē'lā	Ca rāe'as	Ar'gēn tīne	Buenos Ay' 
Eē'ua dōr	Qui'to (kē-)	Re pūb'lie	(Bō'nus ā'ri- 
Pe rū'	Lī'mā	U'ru guay	Mōn'te vīd' 
Bo līv'ī ā	Sūcre	Pār'a guay	A sūn'cion

**Lesson 283.** — *Cities of Central and South America.*

Čār'ta ġe'nā	Vāl'pa rā'ŷo	Pān'a mā'
Mā'rā eā'y'bo	Co quim bō' (-keem-)	Oā xā'ea (wā hā'ka)
Eē'se quī'bo	Po tō'sī	A eā pul'eo (-pōol-)
Pār'a mār'i bo	Ar'e quī'pa	Chī huā'huā (che wā'wā)
Pā rā'	Cāl lā'o	Guā'dā lā xā rā (-hā-)
Bā hī'a	Trūx il'lo (trōo heel'yo)	Guā'nā xuā'to (-h wā'to)
Rī'o Jangī'ro	Guaŷ a quīl'	Zā eā tē'eas
Rēġ'i fē	Lā Pāz	Cōch'a bām'bā

Lesson 284. — *Bays, Gulfs, and Lakes.*

Cam pēa'chy	Ap'pa lăch'ee	Ath'a bās'ea
Te huăn'te pee (-hwăn-)	Mat'a gôr'da	Win'nĩ pēg
Tam pī'eo	Pēn sa eō'lă	Su pē'ri or
Pă ră nă guă'	Săn'Di e'gō	Mĩch'i ġan
Pās'sa ma quôd'dy	Mon tē rey'	Hũ ron
Năr'ra ġăn'sett	Mack ěn'zieş	E'rie
Chēs'a pēake	St. Lăw'rence	On tăr'i ō
Al'be mărle	Çhă leu'r'	Çham plăin'

Lesson 285. — *American Towns and Cities.*

New Yôrk	Săn'Fran çis'eō	Al'ba ny
Phĩ'a dēl'phi a	Bũf'fa lō	Pröv'i dençe
Brôok'lġn	Wăş'ing tōn	Rôch'es ter
St. Lōu'is	New'ark	Al'le ġhe'ny Cĩt'y
Çhĩ eă'gō	Lōu'is vĩlle	Sÿ'r'a euse'
Bal'ti mōre	Clēve'land	Worces'ter
Bôs'ton	Pĩtts'bũrġh	Mēm'phis
Çĩn'çĩn nă'tĩ	De troit'	Mo bĩle'
New Or'leang	Mil wău'kee	Pough keep'sie

Lesson 286. — *West India Islands.*

Cũ'bă	Hă vă'nă	Cũ'ra cōa'
Ja măi'eă	Mă tăn'zăs	Tor tũ'ġă
Hay'tĩ	Puēr'to Prĩn'çi pe	An ġuĩl'lă
Săn'Do mĩn'ġō	Trĩn'ĩ dăd'	An ti'ġuă
Pôr'to Rĩ'eo	Pôr'tau Prince (ō prans)	Bar bă dōeş
Măr'ti nĩque'	Guă yă'mă	To bă'ġō
An'tilles (ăn'teel')	Năs'sau	Pôr't Roy'al
Dō'mi nĩ'eă	E leu'the ră	Seăr'bo rōugh
Mōnt'ser răt'	Gre nă'dă	Chrĩs'ti an stad't
Săint Chrĩs'to pher	A ġuă'dă	May'a ġuă'nă
Guă'de loupe'	Or ehĩl'lă (-yă)	Bă'r'a eō'ă

**Lesson 287. — Dominion of Canada.**

Hăl'ý fax	Tă'dous săe	To rôn'to
Ple'tou	Que bée'	Kings'ton
Sýd'ney	Mon tre al'	Ru'pert
Chăr'lotte-town	La Çhine'	Vie tō'ri à
Fréd'er ick tòn	Ot'ta wă	Man i tō'bă

**Lesson 288. — Countries and Cities in Asia.**

Si bé'ri à	Hín do stăn'	Khí'vă
Mant chōo'ri à	Be lōo'chis tăn'	Bokh ā'ră
Chī'nēse Tăr'ta ry	Af ġhăn'is tăn'	Săm'ar eănd'
Mon ġō'li à	Pēr'si à (-she a)	Del'hi (del'le)
Ja păn'	A rā'bi à	Cal eūt'tă
Toŋ quīn' (keen)	An'a tō'li à	Pe kīn'
A nă'm'	Ar mē'ni à	Shang hai'
Sī ăm'	Tur'kes tăn'	To kī'o
Būr'mah	Sýr'i à	Yō'ko hă'mă

**Lesson 289. — Islands.**

Bôr'ne ō	New Guīn'ea	Mar que'săs
Su mă'tră	Taş mă'ni à	Geor'ġi an
Çel'e beş (biz)	New Ul'ster	Pít'eáirn's
Lū zōn'	New Mūn'ster	Fee'jee or Fī'ji
Jă'vá	New Lēin'ster	Hă wai'ian
For mō'să	New Zēa'land	Măd'a ġăs'ear

**Lesson 290. — Countries and Cities in Africa.**

Mo rōe'eo	Zū'lu	Al'ex ăn'dri à
Al ġe'ri à	Caf fră'ri à	Cai'ro
Tū'nis	Trăns'văal	Côn'stan tīne
Tri'p'o li	Or'ănge Rīv'er	Phīl'ippe vīlle
E'ġypt	Căpe Cōl'o ny	Al ġiērs'
Nū'bi à	Guīn'ea	Zăn'zi băr
Ab'ýs sīn'i à	Li bé'ri à	Pōrt'Nă tăl'
Zăŋ ġug băr'	Sēn'e ġă'm'bi à	Căpe'Town
Mō'zam bique'	Sī ēr'ră Lē ō'ne	Mon rō'vi à
So fă'lă	Sou dăn'	Free'town

## Lesson 291.

Words spelled alike, but differing in accent and meaning.

ăb'sent, <i>not present</i>	ab sĕnt', <i>to withdraw</i>
ăf'fĭx, <i>a syllable added</i>	af fĭx', <i>to attach, to subjoin</i>
ăb'straet, <i>a summary</i>	ab străet', <i>to take from</i>
ăe'ċent, <i>greater stress of voice</i>	ae ċĕnt', <i>to utter with greater stress</i>
eôn'duet, <i>deportment, guidance</i>	eon dŭet', <i>to lead, to guide</i>
eôn'fĭne, <i>a common border</i>	eon fĭne', <i>to imprison</i>
eôn'jure, <i>to enchant</i>	eon jŭre', <i>to implore earnestly</i>
eôn'serve, <i>a sweetmeat</i>	eon sĕrve', <i>to keep safe</i>
eôn'sôle, <i>a bracket</i>	eon sôle', <i>to comfort</i>
eôn'test, <i>strife, debate</i>	eon tĕst', <i>to dispute, to strive</i>
eôn'tent, <i>what is contained</i>	eon tĕnt', <i>to satisfy</i>
eôn'traet, <i>an agreement</i>	eon trăet', <i>to draw together</i>
eôn'trast, <i>opposition of qualities</i>	eon trăst', <i>to place in opposition</i>
eôn'verse, <i>familiar discourse</i>	eon vĕrse', <i>to talk together</i>
eôn'vert, <i>one who has changed his opinions or character</i>	eon vĕrt', <i>to turn from one state or character to another</i>
eôn'viet, <i>a person proved guilty</i>	eon vĭet', <i>to prove guilty</i>
eol'lĕet, <i>a short prayer</i>	eol lĕet', <i>to bring together</i>
eôn'voy, <i>a protecting force</i>	eon voy', <i>to accompany and protect</i>
eôn'fliet, <i>strife, struggle</i>	eon flĭet', <i>to oppose violently</i>
eôn'ċert, <i>harmony of views</i>	eon ċĕrt', <i>to plan together</i>

## Lesson 292. — Write from Dictation:

Conflicting interests often lead to physical conflict. — Convicts in France are sometimes chained at the oar, and sometimes transported to Cayenne in South America. They can be convicted of crime only by the testimony of credible witnesses. — Readers of an instructive book are well contented to find it supplied with a good table of contents.



## Lesson 293.

Words alike, or nearly alike, in spelling, but different in accent and meaning.

Au'gust, the eighth month  
de'cent, becoming  
de'sert, a solitude; forsaken

de'tail, a minute particular  
dif'fer, to vary; to disagree  
di'gest, a collection of laws  
classified under titles  
es'say, an attempt; a short  
writing

ex'pert, one who has skill or  
knowledge

ex'port, act of carrying or send-  
ing abroad

es'eort, attendance for honor or  
safety

ex'traet, what is drawn out

fer'ment, internal agitation

fre'quent, often met with

gal'lant, noble; brave

in'cense, perfume exhaled by  
heat

In'erēase, augmentation; prod-  
uce

In'stinet, inward impulse

In'sult, gross abuse; affront

In'va lid, a sickly person

au gūst', noble; stately  
de sçent', a going down  
de sçert', to abandon  
de sçert', the last course at  
dinner

de tãil', to tell with minuteness  
de fēr', to postpone; to put off  
di gēst', to work over, as the  
stomach does food

es sây', to try; to attempt

ex pērt', taught by practice

ex pôrt', to carry out of the  
country for sale

es eört', to accompany with hono-  
r

ex træt', to draw out

fer mēnt', to work, as yeast

fre quēnt', to visit often

gal lãnt', a fop; a beau

in çense', to provoke; to enrage

in erēase', to become greater

in stīnet', animated; moved

in sũlt', to treat with contempt

in vãl'id, of no force in law

## Lesson 294.—Write from Dictation:

The month of August was so named in honor of Augustus, the first Roman Emperor. He affected no august ceremonial, but lived with the simple dignity of a citizen and senator.

## Lesson 295.

Different only in accent and meaning.

mīn'ute (-it), sixty seconds	mi nūte', very small
ōb'jeet, any thing considered as separate from the mind	ob jēet', to make opposition
pēr'fume, agreeable odor	per fūme', to make fragrant
pēr'mit, a written license	per mīt', to allow; to tolerate
prē'fix, a syllable put before	pre fīx', to place before
prē'lūde, an introductory strain	pre lūde', to play before; to pre- cede
prēm'ise, what is proved or as- sumed	pre mīse', to offer beforehand
pēr'fect, complete; consummate	per fēet', to finish; to make per- fect
prēs'ent, now existing	pre sēnt', to give; to set forth
prōd'uce, what is yielded	pro dūce', to bring forth
prō'ceeds, product; issue	pro ceeds', goes forward
prō'gress, advancement	pro grēss', to advance
prō'ject, a plan	pro jēet', to scheme
prō'test, a formal dissent	pro tēst', to affirm or oppose
rēb'el, one who revolts	re bēl', to cast off allegiance
rēf'use, waste matter	re fūse, to decline; to reject
rē'tail, sale in small parcels	re tūil', to sell at second hand
sūb'jeet, one who owes allegiance	sub jēet', to subdue
sū'pine, a verbal noun	su pine', indolent; inert
tōr'ment, anguish	tor mēnt', to inflict pain

## Lesson 296. — Write from Dictation:

Can you obtain a permit to visit the Arsenal? No written order is required, but the sentry will permit us to enter. — The supines of a Latin verb are sometimes considered as cases of the infinitive mood. A supine disposition is exposed to many temptations.

## Lesson 297.

Words spelled differently but pronounced alike, or nearly so., Make sentences to illustrate their meaning.

ail, to trouble  
 ale, a liquor  
 all, the whole  
 awl, a shoemaker's tool  
 aisle, a passage  
 isle, an island  
 ant, an insect  
 aunt, a parent's sister  
 are, part of a circle  
 ark, a chest or vessel  
 al'ter, to change  
 al'tar, a place for sacrifice  
 as çent', the act of rising  
 as sent', to agree  
 ate, did eat  
 eight, twice four  
 au'ger, a tool  
 au'gur, to forbode  
 aught, anything  
 ought, should

bail, security  
 bale, a large bundle  
 ball, a globe  
 bawl, to cry noisily  
 bay, an inlet of the sea  
 bey, a Turkish officer  
 bell, a resounding vessel  
 belle, a fine lady  
 blew, did blow  
 blue, azure  
 bar'on, a nobleman of low rank  
 bar'ren, unproductive  
 base, the foundation; low; vile  
 bass or base, the lowest part in  
     music  
 been, past participle of BE  
 bin, a large box  
 bough, a branch  
 bow, to bend; the prow of a  
     ship

## Lesson 298.—Write from Dictation:

If your brother has aught against you, you ought to be reconciled with him before you offer any gift at the altar. Frank confession will alter his feeling toward you; and God accepts no sacrifice except from honest hearts.—Noah, coming forth from the Ark, saw a brilliant arc spanning the heavens.—The smallest church in the United Kingdom is on the Isle of Man. It has no aisles, but only a nave or central passage.

Lesson 299. — *Same Exercise Continued.*

beau (bō), a fine gentleman	brī'dal, relating to a bride
bōw, a weapon; a trimming	brī'dle, a curb; a rein
bō, a word used to frighten	eăn'nōn, a great gun
brāke, a check; a kind of fern	eăn'on, a church law; a clergy-
breāk, to sever; to fracture	man attached to a cathedral
brēad, cereal food baked	eăn'vas, sail-cloth
brēd, trained; educated	eăn'vass, to solicit votes
bōr'ough, an incorporated town	eănt, religious hypocrisy
būr'rōw, a rabbit hole	Kănt, a German philosopher
bōurne, a limit; a goal	eăp'i tal, a chief city
bōrne, carried along	eăp'i tol, the chief government
bōrn, brought into life	building
bōle, a kind of clay	eăr'at, a twenty-fourth part
bōll, a pod or capsule	eăr'rot, a vegetable
bōwl, a hollow vessel	eăst, to throw
būt, except; nevertheless	eăste, a rank in society
bütt, the larger end; an aim	eăne, a walking-stick
beer, a malt liquor	Căin, the first murderer
biēr, a litter for the dead	gēde, to surrender
bȳ, near; beside; adjoining	seed, the germ of a plant
buȳ, to purchase	gēil, to finish the top of a room
bȳe, a dwelling	sēal, to fasten a letter

Lesson 300. — *Write from Dictation:*

The driver must use the brake in descending the hill, or we shall break our bones. — Where did you buy your bread? At the baker's shop by the river. Is the baker a well-bred man? I only know that he makes excellent bread. — Many English towns, like Derby, Ashby, etc., have names formed with the Saxon word *bye*, meaning a dwelling.

Lesson 301. — *Same Exercise Continued.*

çell, a small room	çîte, to quote; to summon
sell, to exchange for money	sight, the power to see
çel'lar, an under-ground room	sîte, position; building-spot
sell'er, one who sells	elause, a member of a sentence
çes'sion, a surrender	elaws, sharp, hooked nails
sēs'sion, a sitting	elimb, to ascend
çent, a coin	elime, a climate; a region
sçent, a perfume	eōarse, rude; gross; rough
sēnt, did send	eōurse, mode of procedure
çēre, to cover with wax	çen'ser, a vase for incense
sēar, to wither; to scorch	çen'sor, a judge of morals
seer, a prophet	eolonel (kēr'nī), a military officer
çē're al, relating to grain	kēr'nel, a grain of corn
sē'ri al, appearing in successive parts	eōre, the center of a fruit
ehōl'er, wrath; anger	eōrps, a body of men
eōl'lar, a covering for the neck	fane, a temple
ehoir (kwir), a company of singers	fain, gladly; willingly
quire, twenty-four sheets of paper	feign, to pretend
ehōrd, a musical string	eouſ'in, a relative
eord, a string; 128 cubic feet	eōz'en, to cheat
	eūr'rant, a small fruit
	eūr'rent, a stream

Lesson 302. — *Write from Dictation:*

At a session of the French legislature, the cession of Alsace and Lorraine to Germany was at length voted. — John was sent to the barber's; he paid thirty cents, and returned with almost as many scents in his hair. — There is a serial story by Miss Alcott in our magazine this year. — The Romans believed Ceres to be the mother of harvests: hence food made from *grain* is called cereal food.

Lesson 303. — *Same Exercise Continued.*

eōal, a combustible mineral	dō, a musical tone
eōle, a species of cabbage	dōe, a female deer
eōat, a garment	dōugh, bread unbaked
eōte, an enclosure	dōne, completed
eāsk, a wooden vessel	dūn, to urge payment; swarthy
eāsque, a helmet	drām, a toper's drink
eoun'cil, a deliberative body	drāchm, a small weight
eoun'sel, advice; a legal adviser	drāft, an order
ŷym'bal, a musical instrument	draught, a current; that which is drunk
sŷm'bol, a sign; an emblem	dū'al, consisting of two
ŷŷg'net, a young swan	dū'el, a combat between two
sig'net, a seal	ēarn, to gain by labor
dēar, beloved; costly	ūrn, a vessel for earth or ashes
deer, a wild animal	fāre, passage; food
dew, moisture condensed	fāir, beautiful; just
dūe, owing	fāint, weak
dīe, to cease to live	feint, pretence
dŷe, to color	fāte, doom; allotment
dīre, distressing; horrible	fete, a holiday; a feast
dŷ'er, one who dyes cloth	flea, a very small insect
dōor, a place for entrance	flee, to run away; to avoid
dōr, a black beetle	

Lesson 304. — *Write from Dictation:*

Currants are so named from the city of Corinth, in Greece, whence many dried currants are exported. — The Gulf Stream is a warm current in the Atlantic Ocean, which, issuing from the Gulf of Mexico, and flowing in a northeasterly direction, softens the climate of the British Isles, and even modifies that of Iceland. — When a dyer dies, he has ceased to dye.

Lesson 305. — *Same Exercise Continued.*

freeze, to congeal	gār' ret, an attic
frieze, coarse cloth; a part of a building above a column	gār' rot, a small cylindrical stick used in surgery
flew, did fly	grōan, a heavy breath
flue, an air-passage	grōwn, increased
flour, finely ground wheat	guessed, conjectured
flow' er, a bloom or blossom	guēst, a visitor
fōrth, forward; out from	hail, to salute; ice from the clouds
fourth, one of four equal parts	hale, vigorous; sound
foul, filthy; abhorrent	hāre, a small animal
fowl, a bird; poultry	hāir, filaments growing from the skin
gait, carriage in walking	hārt, a wild animal
gate, a means of entrance	heārt, a vital organ
gām' bol, to play; to frolic	hall, a large room
gām' ble, to game for money	haul, to draw violently
grāte, iron bars	hēre, in this place
grēat, grand; large	hear, to perceive as a sound
gild, to cover with gold	heel, a part of the foot
guild, an association	heal, to make well
gilt, appearing like gold	
guilt, criminality	

Lesson 306. — *Write from Dictation:*

The frieze of the Parthenon, or Temple of Athena the Virgin, at Athens, was adorned with the grandest sculptures in the world. The Turks, who possessed the city for nearly four hundred years, made that beautiful building their magazine for gun-powder. During a siege by the Venetians, a bomb burst in the Parthenon and shattered the frieze. The broken remnants of Phidias' great works were carried by Lord Elgin to London, and are now among the chief treasures of the British Museum.

Lesson 307. — *Same Exercise Continued.*

Hūgh, a man's name	knōw, to be sure of
hew, to cut roughly	nō, not so
hūe, a tint; a color	knōt, a close joining
hie, to go in haste	nōt, a word of denial
high, elevated	lēad, a metal
high'er, more high	lēd, guided
hire, payment for service	lāde, to load
hīm, objective case of HE	lāid, placed
hymn, a song of devotion	lāne, a narrow street
in'dict, to charge with crime	lāin, p. participle of LIE
in'dite, to suggest; to write	lēaf, a breathing organ of a plant
kill, to put to death	liēf, willingly
kiln, a place to burn lime or bricks	lēak, a hole which admits moist- ure
knēad, to work together	leek, a vegetable
need, to be in want of	lēdg'er, a book of accounts
knew, did know	lēg'er, light, trifling
gnū, a South African beast	lēss'en, to diminish
new, lately made	lēss'on, what is to be learned
knight, a brave horseman	lēv'ee, an assembly
nīght, hours when the sun is beneath the horizon	lēv'y, a raising of troops

Lesson 308. — *Write from Dictation:*

The knights of the old time rode all day and all night in quest of adventures. — Would it kill you to fall asleep in a lime kiln? — If you need bread so much, why do you not knead and bake it? — It was a pleasure to hear him sing his favorite hymn. — Can you not untie the knot? No, but I know that you can do it.



## Lesson 309. — Same Exercise Continued.

lī'ar, one who falsifies  
 lī'er, one who lies in wait  
 lȳre, a musical instrument  
 lĭe, a falsehood  
 lȳe, solution of ashes  
 lĭen, a legal claim  
 lĕan, meager; to incline  
 lĭnks, connects; joins  
 lȳnx, a keen-eyed animal  
 lāe, a gum; 100,000  
 lāck, to be destitute of  
 lācks, is without  
 lāx, loose, not rigid  
 lō, behold  
 lōw, base; near the ground  
 Lēigh, family name  
 lēa, a meadow  
 lee, opposite the wind  
 lōan, what is lent  
 lōne, solitary  
 lōre, learning  
 lōw'er, less high

lōeh, a lake  
 lōck, a fastening  
 māil, armor; letters carried  
 mālē, masculine  
 mādē, completed  
 māid, an unmarried woman  
 māin, chief; force; might  
 māne, long hair on the neck of  
 an animal  
 Māine, a New England state  
 māst, a pole which sustains  
 ship's sail; acorns  
 māssed, formed into a collective  
 body  
 māize, Indian corn  
 māze, a network of paths; per-  
 plexity  
 mān'ner, mode of action  
 mān'or, lands of a lord  
 mēat, flesh used as food  
 meet, suitable; to encounter  
 mēte, to limit; to allot

## Lesson 310. — Write from Dictation:

In reading the Bible you will meet with these passages  
 "With what measure ye mete, it shall be measured to you  
 again." "He wist not that there were liars in wait." "I  
 said in my haste, All men are liars." — The Greeks were fond  
 of the music of the lyre. — Leigh Hunt was imprisoned for  
 writing and publishing an article censuring the British govern-  
 ment. — The vessel drifted on a lee shore during the storm.

Lesson 311. — *Same Exercise Continued.*

<i>right, just; fit; true</i>	<i>sāil, to move on the water</i>
<i>rite, a ceremony</i>	<i>sāle, the act of selling</i>
<i>wright, an artisan</i>	<i>sēa, a great body of water</i>
<i>write, to express in letters</i>	<i>see, to behold</i>
<i>rōad, a highway</i>	<i>sçēne, a spectacle</i>
<i>rōde, did ride</i>	<i>seen, perceived by the eye</i>
<i>Rhode Island, a state</i>	<i>sēine, a net used in fishing</i>
<i>rōwed, did row</i>	<i>sēn'ior, older</i>
<i>rôle, a part played</i>	<i>sēign'or, a great lord</i>
<i>rōll, an official list</i>	<i>sēam, two edges joined</i>
<i>rōar, a loud, continuous noise</i>	<i>seem, to appear</i>
<i>rōw'er, one who rows</i>	<i>sēas, great bodies of water</i>
<i>rôte, a repetition of words</i>	<i>sees, perceives</i>
<i>wrôte, did write</i>	<i>sēize, to take violently</i>
<i>rough (rūf), uneven</i>	<i>sērff, a slave attached to the soil</i>
<i>rūff, a crimped collar</i>	<i>sūrf, breakers on the shore</i>
<i>rūng, did ring; a step of a ladder</i>	<i>shēar, to cut off</i>
<i>wrūng, twisted; distorted</i>	<i>sheer, clear; perpendicular</i>
<i>rye, a grain used for food</i>	<i>shīre, a county</i>
<i>wry, distorted</i>	<i>steer, to guide; to direct</i>
	<i>stēre, a cubic meter</i>

Lesson 312. — *Write from Dictation:*

Can you not eat rye bread without making a wry face?— On the third of March, A. D. 1861, the Emperor Alexander of Russia published a decree emancipating all serfs throughout his dominions. — Surf-bathing is a favorite amusement at many sea-side resorts. — The farmers in Berkshire are shearing their sheep. — There is a sheer ascent of a thousand feet to the top of the cliff. — A mill-wright hurt his right hand so severely that he could not write a letter.

Lesson 313. — *Same Exercise Continued.*

*sērge, coarse cloth*  
*sūrge, a great wave*  
*shōne, did shine*  
*shōwn, having caused to see*  
*sighs, heavy breathings*  
*size, magnitude; bulk*  
*slāy, to kill*  
*sleigh, a carriage on runners*  
*sleight, trick; artifice*  
*slight, slender; neglect*  
*sōar, to mount on wings*  
*sōre, bruised; painful*  
*sōle, only; bottom of the foot*  
*sōul, the spiritual part*  
*sōme, a portion of*  
*sūm, the amount; the whole*  
*sōn, a male child*  
*sūn, the source of light*  
*slōe, a small fruit*  
*slōw, sluggish; not quick*  
*stāirs, steps*  
*stāres, gazes uncivilly*

*stāke, a post; a wager*  
*steāk, a slice of meat*  
*steāl, to take dishonestly*  
*steel, hardened iron*  
*stile, steps over a fence*  
*style, fashion; manner*  
*suīte, a following*  
*sweet, agreeable*  
*tāre, a weed; deduction from*  
*freight*  
*teār, to rend*  
*tēar, a drop of water from the*  
*eye*  
*tiēr, a row*  
*tācks, small nails*  
*tāx, tribute to the government*  
*tēam, two or more horses or oxen*  
*teem, to abound*  
*teel, an oriental plant*  
*tēal, a species of duck*  
*tōll, tax on a highway*  
*tōle, to cause to follow*

Lesson 314. — *Write from Dictation:*

Indian jugglers perform wonderful feats of sleight of hand.  
 — Some people take offence upon the slightest occasion. — Be  
 slow to take a slight; still slower to inflict one. — Sloes are  
 very bitter wild plums. — John sat on the stairs, and stared  
 rudely at his mother's guests. — I want a suite of rooms  
 where the air is sweet, and the outlook pleasant.

Lesson 315. — *Same Exercise Continued.*

the, <i>definite article</i>	vī'al, <i>a small bottle</i>
thee, <i>pronoun in second person,</i> <i>obj. sing.</i>	vī'ol, <i>a musical instrument</i>
their, <i>belonging to them</i>	wāde, <i>to walk in mud or water</i>
thère, <i>in that place</i>	weighed, <i>estimated by the bal-</i> <i>ance</i>
thrône, <i>a chair of state</i>	wāist, <i>part of the body immedi-</i> <i>ately below the ribs</i>
thrōwn, <i>hurled; cast</i>	wāste, <i>needless expenditure</i>
thyme, <i>a fragrant plant</i>	wāit, <i>to delay; to rest</i>
time, <i>duration; a season</i>	weight, <i>pressure downwards</i>
tide, <i>rise and fall of the sea</i>	wāive, <i>to relinquish; to evade</i>
tied, <i>fastened; confined</i>	wāve, <i>an undulation; to move</i>
to, <i>approaching; toward</i>	wāre, <i>articles of merchandise</i>
too, <i>excessively; also</i>	wear, <i>to consume by use</i>
two, <i>twice one</i>	wāy, <i>road; manner</i>
töld, <i>informed; did tell</i>	weigh, <i>to ascertain the weight</i>
tölld, <i>sounded repeatedly and</i> <i>slowly</i>	wēak, <i>lacking strength</i>
vāle, <i>land between hills</i>	week, <i>seven days</i>
vāil, <i>a cover for the face</i>	wōöd, <i>hard substance of a tree</i>
vēil, <i>same as veil</i>	wōuld, <i>desired</i>
vāne, <i>a weather-cock</i>	quay, <i>a mole or bank</i>
vāin, <i>fond of praise</i>	kēy, <i>that which opens or shuts a</i> <i>lock</i>
vēin, <i>a blood vessel</i>	

Lesson 316. — *Write from Dictation:*

Time and tide wait for no man. — Thyme is tied in bundles  
 and sold in the market. — I gave two books to Philip, and two  
 to Peter, too; but I fear Peter is too stupid to read his books.  
 — "They went and told the sexton, and the sexton tolled the  
 bell." — To waive a question is not the same thing as to wave  
 a flag. — The king was thrown violently from his throne.

Lesson 317. — *Same Exercise Continued.*

bite, to pierce with the teeth	môre, greater in amount
bight, an open bay	môw'er, one who mows
bûr, to make a whirring noise	rôam, to wander
bûrr, to whisper hoarsely	Rôme, the capital of Italy
bûr, bûrr, a prickly envelope	säcks, large bags
blôat, to swell or puff out	säeques, säcks, cloaks with
blöte, to dry and smoke	sleeves
bôar, a wild hog	Säxe, a family name
böre, to pierce; to weary	sîde, one surface of a body
bôard, a thin piece of timber	sîghed, breathed heavily
bôred, perforated; wearied	pride, self-esteem
brews, boils or ferments	pried, tried to penetrate
bruiße, to hurt by blows or	seüll, to row with one oar
pressure	sküll, the bony covering of the
ëall, to cry aloud	head
ëaul, a covering	tôad, a frog-like reptile
döst, second person sing. of DO	tôed, reached with the toes
düst, fine, dry earth	tôwed, drawn through water
faun, a fabled divinity	yöung, not old
fawn, a young deer	Yöngë, a family name
grêaves, armor for the legs	whîrl, to turn rapidly
grièves, mourns; causes grief	whorl, flowers around a stalk

Lesson 318. — *Write from Dictation:*

Miss Yonge is the writer of many popular stories. — Those who are young should remember that they will some day be old. — Canal boats are towed by horses on the tow-path. — In old fashioned school-houses, scholars toed the mark to keep them in a straight line. — One of Hawthorne's most interesting stories is called "The Marble Faun." — The fawns in our park are very pretty and graceful.

Lesson 319. — *Same Exercise Continued.*

mēd'al, a reward of merit	nāy, no
mēd'dle, to interfere	neigh, to cry as a horse
mēt'al, a lustrous mineral	nōne, not any; no one
mēt'tle, excitable temperament; element; material	nūn, a female recluse
mēan, medium; low; vile	one (wūn), a single thing
miēn, appearance	wōn, obtained; conquered
mewl, to cry	O, ōh, interjections
mūle, a beast	ōwe, am indebted
mīn'er, one who works in a mine	pāle, white; an inclosure
mī'nor, less; under age	pāil, a tin or wooden vessel
mīght, power	pāne, part of a window
mīte, a minute object	pāin, suffering
mīssed, failed	pāl'ate, the roof of the mouth
mīst, fog; watery vapor	pāl'let, a small oval board; a poor bed
mōan, to bewail	plāin, clear; evident
mōwn, cut with a scythe	plāne, to make smooth
ōar, an instrument for rowing	pān'el, part of a door; a jury
ōr, alternatively; sooner; ere	pān'nel, a rustic saddle
ōre, metal mixed with earths	plēase, to give pleasure
ō'er, contracted from OVER	plēas, causes in court

Lesson 320. — *Write from Dictation:*

Never write *o'er* when you have room for *over*. Poetical  
**m**easure may not admit the whole word, but there is no  
**b**eauty in the abbreviation. — Very rich ores are found in  
**N**evada. — Do you like best to row or to rest upon your oars?  
 — "We, or ever he come near, are ready to kill him." — How-  
**m**uch do I owe you? Oh, very little. — Can a person of mean  
**c**haracter acquire a noble mien? — Peter the Great won many  
**v**ictories, but there was one man in his empire whom he could  
**n**ot conquer, and that man was himself.

Lesson 321. — *Same Exercise Continued.*

pēāce, calmness; tranquillity	prin'ci pal, chief
piēce, a fragment	prin'ci ple, a rule of action
pīque, resentment	prōph'et, a religious teacher
pēal, a ringing sound	rāise, to lift up
peel, to remove the skin	rāys, lines of light or heat
Peel, a family name	rāze, to erase; to demolish
peer, a nobleman; an equal	rāp, to strike; a blow
piēr, support of a bridge	wrāp, to enfold
pēd'al, used by, or belonging to, a foot	Read, Reade, Reed, fam names
pēd'dle, to sell from house to house	rēad, to peruse
plūm, a small fruit	reed, a hollow stalk
plūmb, perpendicular	rēad, perused
prāy, to beseech	rēd, blood-colored
prey, to seize and devour; booty	reek, to emit vapor
pōre, a small opening; to study	wrēak, to inflict
pōur, to send forth; to issue	strāit, narrow
Pōle, a native of Poland	strāight, not crooked
pōle, a long cylindrical piece of wood	rēst, to repose
pōll, a head; a place for voting	wrēst, to take by force
	rīng, a circle; to resound
	wrīng, to twist; to wrench

Lesson 322. — *Write from Dictation:*

"Strait is the gate and narrow is the way which leadeth unto life." — "Make straight paths for your feet." — The principal of our school tries to instill good principles into the scholars. — Charles Reade has written many novels. Do you care to read them? — Have you read that red-covered book?

## Lesson 323.

Words different in both pronunciation and meaning; and only confounded by carelessness or ignorance.

æts, doings; statutes	bâred, uncovered
ax, a tool for chopping	bêard, hair on the face
æcept', to receive with favor	bile, secretion of the liver
except', to leave out; save	boil, to bubble; a tumor
æc'cess, near approach	brân, coarse part of grain
ex'cess', too much of anything	brând, to mark by scorching
af feet', to act upon	bûrst, to break open by force
ef feet', to accomplish; result	bûst, a piece of statuary
âlms, gifts of benevolence	chânce, casualty; opportunity
ârms, weapons; upper limbs	chânts, solemn songs
ap prâise', to set a value on	ealk, to fill seams
ap prize', to make known to	eôrk, a stopper
âr'rant, notorious; infamous	elôse, to shut
êr'rand, commission; purpose	elôthes, garments
êr'rant, wandering; rambling	ereek, a small river
bâl'lad, a popular song	erîck, a sudden cramp
bâl'let, a theatrical dance	eôr'po ral, bodily; an officer
bâl'lot, voting; the ticket cast	eor pô're al, having a body
âl'le gâ'tion, what is alleged	eqû'ri er, a messenger
âl'li gâ'tion, a process in arithmetic	eûr'ri er, one who dresses skins

## Lesson 324. — Write from Dictation :

Buffalo Creek flows into Lake Erie. — A crick in the neck is very disagreeable, and a boil is not much less so. — Does the water boil? — Too much bile in the system produces irritation and fever. — Criminals used to be branded on the forehead. — Bran contains a phosphate of lime. — At the theater, one of the actresses sang a ballad, and danced in the ballet; at the polis, one of the actors deposited a ballot. — A chance was afforded me for hearing the chants by the choir.



# Lesson 325. — Different in Spelling and Pronunciation.

lūde', to refer to  
 lūde', to baffle; to evade  
 lūde', to deceive; to mock  
 loud', in an audible voice  
 allowed', permitted  
 dānce, to move with music  
 dāunts, intimidates  
 dēnse, close; compact  
 dēnts, marks made by blows  
 de gēase', death  
 diſ eāse', illness  
 ěm'i nent, exalted in rank  
 ĩm'ma nent, remaining within  
 ĩm'mi nent, immediate  
 false, untrue; pretended  
 faults, errors; defects  
 fār, distant  
 fār, short, thick hair  
 fīrst, foremost; earliest  
 fūst, mustiness; part of a col-  
 umn

fōr'mal ly, with ceremony  
 fōr'mer ly, in earlier time  
 hūll, main part of a ship  
 whōle, entire; complete  
 glā'cier, an ice-field  
 glā'zier, a glass-setter  
 ĩ'dle, unemployed  
 ĩ'dol, an image worshiped  
 ĩ'dyl, a pastoral poem  
 ĩsle, an island  
 oil, an unctuous liquid  
 jēst, a joke  
 jūst, upright; correct  
 lāw, a rule of conduct  
 lōre, knowledge gained from  
 books  
 lōw'er, not as high  
 laud, to praise; to extol  
 lôrd, a supreme ruler  
 lēav'en, yeast  
 e lēv'en, one more than ten

## Lesson 326. — Write from Dictation:

The lawyer is learned in law-lore. — Fourteen glaciers lie upon one slope of Mont Blanc. — A glazier is crying, "Glaziers put in!" along the street. — Tennyson's Idyls are among the most beautiful poems of the century. — An idle scholar gains no credits. — Idols are still worshiped in India. — Olive oil is manufactured in the Isles of Greece. — His Eminence, the Cardinal, is in imminent danger.

Lesson 327. — *Same Exercise Continued.*

dēf'er ençe, <i>yielding through respect</i>	stūn, <i>to make insensible</i>
dif'fer ençe, <i>diversity</i>	stōne, <i>a piece of rock</i>
e rūp'tion, <i>a breaking out</i>	stāt'ūe, <i>an image</i>
ir rūp'tion, <i>a breaking in</i>	stāt'ūre, <i>height</i>
par tī'tion, <i>that which separates</i>	stāt'ūte, <i>a law</i>
pe tī'tion, <i>a request</i>	spē'cie, <i>hard money</i>
prē'e dent, <i>going before</i>	spē'cieš, <i>a kind</i>
prēs'i dent, <i>a presiding officer</i>	spē'cioūs, <i>plausible</i>
prōph'e cy, <i>a prediction</i>	sha g'reen', <i>a kind of leather</i>
prōph'e sȳ, <i>to preach; to foretell</i>	cha grīn', <i> vexation</i>
rīnse, <i>to cleanse with water</i>	tow'ér, <i>a high building</i>
rēnts, <i>yearly income; tearings</i>	tōur, <i>a long journey</i>
rou, <i>a putting to flight</i>	au'ri ele, <i>the outer ear</i>
route, <i>a course traveled</i>	ōr'a ele, <i>a divine revelation, real or supposed</i>
rēg'i men, <i>system of order</i>	re spōnd'ençe, <i>answering</i>
rēg'i ment, <i>a military body</i>	re spōnd'ents, <i>those who reply</i>
sculp'tor, <i>one who models a statue</i>	pēn'i tence, <i>sorrow for sin</i>
sculpt'ūre, <i>carved work</i>	pēn'i tents, <i>those who repent</i>
sōught, <i>tried to find</i>	at tēnd'ançe, <i>service</i>
sōrt, <i>a kind; a species</i>	at tēnd'ants, <i>those who attend</i>

Lesson 328. — *Write from Dictation:*

Phidias, who lived in the fifth century before Christ, is regarded as the greatest sculptor the world has ever seen. He made the colossal statue of Zeus at Elis, the masterpiece of Greek sculpture. His bronze statue of Athena, on the acropolis of Athens, gave the goddess a stature of nearly fifty feet, exclusive of the pedestal on which she stood. A statute of the Athenian people ordered this and many other works to be made from Persian bronze.

Lesson 313. — *Same Exercise Continued.*

sêrge, *coarse cloth*  
 sîrge, *a great wave*  
 shône, *did shine*  
 shôwn, *having caused to see*  
 sighs, *heavy breathings*  
 size, *magnitude; bulk*  
 slây, *to kill*  
 sleigh, *a carriage on runners*  
 sleight, *trick; artifice*  
 slight, *slender; neglect*  
 sôar, *to mount on wings*  
 sôre, *bruised; painful*  
 sôle, *only; bottom of the foot*  
 sôul, *the spiritual part*  
 some, *a portion of*  
 süm, *the amount; the whole*  
 sôn, *a male child*  
 sün, *the source of light*  
 slôe, *a small fruit*  
 slôw, *sluggish; not quick*  
 stâirs, *steps*  
 stâres, *gazes uncivilly*

stâke, *a post; a wager*  
 steäk, *a slice of meat*  
 stêal, *to take dishonestly*  
 steel, *hardened iron*  
 stîle, *steps over a fence*  
 stýle, *fashion; manner*  
 suite, *a following*  
 sweet, *agreeable*  
 târe, *a weed; deduction from freight*  
 teâr, *to rend*  
 têar, *a drop of water from the eye*  
 tiêr, *a row*  
 tâcks, *small nails*  
 tâx, *tribute to the government*  
 têam, *two or more horses or oxen*  
 teem, *to abound*  
 teel, *an oriental plant*  
 têal, *a species of duck*  
 töll, *tax on a highway*  
 tôle, *to cause to follow*

Lesson 314. — *Write from Dictation:*

Indian jugglers perform wonderful feats of sleight of hand.  
 — Some people take offence upon the slightest occasion. — Be  
 slow to take a slight; still slower to inflict one. — Sloes are  
 very bitter wild plums. — John sat on the stairs, and stared  
*rudely* at his mother's guests. — I want a suite of rooms  
*where the air is sweet, and the outlook pleasant.*




Lesson 315. — *Same Exercise Continued.*

<i>finite article</i>	<i>vī'al, a small bottle</i>
<i>ronoun in second person,</i>	<i>vī'ol, a musical instrument</i>
<i>sing.</i>	<i>wāde, to walk in mud or water</i>
<i>belonging to them</i>	<i>weighed, estimated by the bal-</i>
<i>in that place</i>	<i>ance</i>
<i>, a chair of state</i>	<i>wāist, part of the body immedi-</i>
<i>l, hurled; cast</i>	<i>ately below the ribs</i>
<i>a fragrant plant</i>	<i>wāste, needless expenditure</i>
<i>luration; a season</i>	<i>wāit, to delay; to rest</i>
<i>'se and fall of the sea</i>	<i>weight, pressure downwards</i>
<i>stened; confined</i>	<i>wāive, to relinquish; to evade</i>
<i>roaching; toward</i>	<i>wāve, an undulation; to move</i>
<i>ressively; also</i>	<i>wāre, articles of merchandise</i>
<i>rice one</i>	<i>weār, to consume by use</i>
<i>iformed; did tell</i>	<i>wāy, road; manner</i>
<i>sounded repeatedly and</i>	<i>weigh, to ascertain the weight</i>
<i>y</i>	<i>wēak, lacking strength</i>
<i>ind between hills</i>	<i>week, seven days</i>
<i>cover for the face</i>	<i>wōod, hard substance of a tree</i>
<i>me as veil</i>	<i>wōuld, desired</i>
<i>i weather-cock</i>	<i>quay, a mole or bank</i>
<i>nd of praise</i>	<i>kēy, that which opens or shuts a</i>
<i>blood vessel</i>	<i>lock</i>

Lesson 316. — *Write from Dictation:*

and tide wait for no man. — Thyme is tied in bundles  
 d in the market. — I gave two books to Philip, and two  
 r, too; but I fear Peter is too stupid to read his books.  
 ey went and told the sexton, and the sexton tolled the  
 -To waive a question is not the same thing as to wave  
 -The king was thrown violently from his throne.

Lesson 317. — *Same Exercise Continued.*

bite, to pierce with the teeth	mōre, greater in amount
bight, an open bay	mōw'er, one who mows
būr, to make a whirring noise	rōam, to wander
būrr, to whisper hoarsely	Rōme, the capital of Italy
būr, būrr, a prickly envelope	sācks, large bags
blōat, to swell or puff out	sāeqes, sācks, cloaks wi 
blōte, to dry and smoke	sleeves
bōar, a wild hog	Sāxe, a family name
bōre, to pierce; to weary	side, one surface of a body
bōard, a thin piece of timber	sighed, breathed heavily
bōred, perforated; wearied	pride, self-esteem
brews, boils or ferments	pried, tried to penetrate
bruīse, to hurt by blows or pressure	seūll, to row with one oar
eałl, to cry aloud	skūll, the bony covering of  th head
eałl, a covering	tōad, a frog-like reptile
dōst, second person sing. of DO	tōed, reached with the toes
dūst, fine, dry earth	tōwed, drawn through water
faun, a fabled divinity	yōung, not old
fawn, a young deer	Yōnge, a family name
grēaves, armor for the legs	whīrl, to turn rapidly
grīeves, mourns; causes grief	whorl, flowers around a sta  lk

Lesson 318. — *Write from Dictation:*

Miss Yonge is the writer of many popular stories. — Those who are young should remember that they will some day be old. — Canal boats are towed by horses on the tow-path. — In old fashioned school-houses, scholars toed the mark to keep them in a straight line. — One of Hawthorne's most interesting stories is called "The Marble Faun." — The fawns in our park are very pretty and graceful.

Lesson 319. — *Same Exercise Continued.*

mēd'al, a reward of merit	nāy, no
mēd'dle, to interfere	neigh, to cry as a horse
mēt'al, a lustrous mineral	nōne, not any; no one
mēt'tle, excitable temperament; element; material	nūn, a female recluse
mēan, medium; low; vile	one (wūn), a single thing
miēn, appearance	wōn, obtained; conquered
mewl, to cry	O, oh, interjections
mūle, a beast	ōwe, am indebted
mīn'er, one who works in a mine	pāle, white; an inclosure
mī'nor, less; under age	pāil, a tin or wooden vessel
mīght, power	pāne, part of a window
mīte, a minute object	pāin, suffering
mīssed, failed	pāl'ate, the roof of the mouth
mīst, fog; watery vapor	pāl'let, a small oval board; a poor bed
mōan, to bewail	plāin, clear; evident
mōwn, cut with a scythe	plāne, to make smooth
ōar, an instrument for rowing	pān'el, part of a door; a jury
ōr, alternatively; sooner; ere	pān'nel, a rustic saddle
ōre, metal mixed with earths	plēase, to give pleasure
ō'er, contracted from OVER	plēas, causes in court

Lesson 320. — *Write from Dictation:*

Never write *o'er* when you have room for *over*. Poetical measure may not admit the whole word, but there is no beauty in the abbreviation. — Very rich ores are found in Nevada. — Do you like best to row or to rest upon your oars? — "We, or ever he come near, are ready to kill him." — How much do I owe you? Oh, very little. — Can a person of mean character acquire a noble mien? — Peter the Great won many victories, but there was one man in his empire whom he could not conquer, and that man was himself.

Lesson 321. — *Same Exercise Continued.*

pēace, calmness ; tranquillity	prīn'ci pal, chief
piēce, a fragment	prīn'ci ple, a rule of action
pique, resentment	prōph'et, a religious teacher
pēal, a ringing sound	rāise, to lift up
peel, to remove the skin	rāys, lines of light or heat
Peel, a family name	rāze, to erase ; to demolish
peer, a nobleman ; an equal	rāp, to strike ; a blow
piēr, support of a bridge	wrāp, to enfold
pēd'al, used by, or belonging to, a foot	Rēad, Rēade, Reed, fam <del>ily</del> names
pēd'dle, to sell from house to house	rēad, to peruse
plūm, a small fruit	reed, a hollow stalk
plūmb, perpendicular	rēad, perused
prāy, to beseech	rēd, blood-colored
prey, to seize and devour ; booty	reek, to emit vapor
pōre, a small opening ; to study	wrēak, to inflict
pōur, to send forth ; to issue	strāit, narrow
Pōle, a native of Poland	strāight, not crooked
pōle, a long cylindrical piece of wood	rēst, to repose
pōll, a head ; a place for voting	wrēst, to take by force
	rīng, a circle ; to resound
	wrīng, to twist ; to wrench

Lesson 322. — *Write from Dictation :*

"Strait is the gate and narrow is the way which leadeth unto life." — "Make straight paths for your feet." — The principal of our school tries to instill good principles into the scholars. — Charles Reade has written many novels. Do you care to read them? — Have you read that red-covered book?

## Lesson 323.

erent in both pronunciation and meaning; and only con-  
arelessness or ignorance.

; statutes	bâred, uncovered
or chopping	bêard, hair on the face
receive with favor	bile, secretion of the liver
leave out; save	boil, to bubble; a tumor
or approach	brân, coarse part of grain
much of anything	brând, to mark by scorching
act upon	bûrst, to break open by force
accomplish; result	bûst, a piece of statuary
of benevolence	chânce, casualty; opportunity
arms; upper limbs	chânts, solemn songs
to set a value on	çalk, to fill seams
make known to	çôrk, a stopper
various; infamous	elôse, to shut
commission; purpose	elôthes, garments
rambling	ereek, a small river
popular song	erîck, a sudden cramp
theatrical dance	çôr'po ral, bodily; an officer
ticket cast	çor pô're al, having a body
what is alleged	çou'ri er, a messenger
a process in arith-	çûr'ri er, one who dresses skins

## Lesson 324. — Write from Dictation :

neck flows into Lake Erie. — A crick in the neck is  
seable, and a boil is not much less so. — Does the  
— Too much bile in the system produces irritation  
— Criminals used to be branded on the forehead. —  
ns a phosphate of lime. — At the theater, one of  
s sang a ballad, and danced in the ballet; at the  
f the actors deposited a ballot. — A chance was  
for hearing the chants by the choir.



# Lesson 325. — Different in Spelling and Pronunciation.

lūde', to refer to  
 lūde', to baffle; to evade  
 lūde', to deceive; to mock  
 loud', in an audible voice  
 allowed', permitted  
 dance, to move with music  
 daunts, intimidates  
 dense, close; compact  
 dents, marks made by blows  
 de gēase', death  
 diſēaze', illness  
 ĕm'i nent, exalted in rank  
 Im'ma nent, remaining within  
 Im'mi nent, immediate  
 false, untrue; pretended  
 faults, errors; defects  
 fār, distant  
 fār, short, thick hair  
 first, foremost; earliest  
 fūst, mustiness; part of a col-  
 umn

fōr'mal ly, with ceremony  
 fōr'mer ly, in earlier time  
 hūll, main part of a ship  
 whole, entire; complete  
 glā'cier, an ice-field  
 glā'zier, a glass-setter  
 i'dle, unemployed  
 i'dol, an image worshiped  
 i'dyl, a pastoral poem  
 isle, an island  
 oil, an unctuous liquid  
 jēst, a joke  
 jūst, upright; correct  
 law, a rule of conduct  
 lōre, knowledge gained from  
 books  
 lōw'er, not as high  
 laud, to praise; to extol  
 lôrd, a supreme ruler  
 lēav'en, yeast  
 e lēv'en, one more than ten

## Lesson 326. — Write from Dictation:

The lawyer is learned in law-lore. — Fourteen glaciers lie upon one slope of Mont Blanc. — A glazier is crying, "Glaz put in!" along the street. — Tennyson's Idyls are among the most beautiful poems of the century. — An idle scholar gains nothing from the Idols of Greece. — His Eminence, the

LESSON 327. — *Same Exercise Continued.*

dēf'er ençe, yielding through respect	stūn, to make insensible
dif'fer ençe, diversity	stōne, a piece of rock
e rūp'tion, a breaking out	stāt'ūe, an image
ir rūp'tion, a breaking in	stāt'ūre, height
par tī'tion, that which separates	stāt'ūte, a law
pe tī'tion, a request	spē'cie, hard money
prē'e dent, going before	spē'cies, a kind
prēs'i dent, a presiding officer	spē'ciōus, plausible
prōph'e cy, a prediction	sha grēn', a kind of leather
prōph'e sȳ, to preach; to foretell	cha grīn', vexation
rīnse, to cleanse with water	tow'er, a high building
rēnts, yearly income; tearings	tōur, a long journey
rout, a putting to flight	au'ri ele, the outer ear
route, a course traveled	ōr'a ele, a divine revelation, real or supposed
rēg'i men, system of order	re spōnd'ençe, answering
rēg'i ment, a military body	re spōnd'ents, those who reply
seūlp'tor, one who models a statue	pēn'i tence, sorrow for sin
seūlp't'ūre, carved work	pēn'i tents, those who repent
sought, tried to find	at tēnd'ançe, service
sōrt, a kind; a species	at tēnd'ants, those who attend

LESSON 328. — *Write from Dictation:*

Phidias, who lived in the fifth century before Christ, is regarded as the greatest sculptor the world has ever seen. He made the colossal statue of Zeus at Elis, the masterpiece of Greek sculpture. His bronze statue of Athena, on the acropolis of Athens, gave the goddess a stature of nearly fifty feet, exclusive of the pedestal on which she stood. A statute of the Athenian people ordered this and many other works to be made from Persian bronze.

Lesson 329. — *Same Exercise Continued.*

lēast, <i>the smallest</i>	pīl'lar, <i>a column</i>
lēst, <i>for fear that</i>	pīl'lōw, <i>a cushion for the head</i>
lie, <i>to be stretched out</i>	prīnce, <i>a king's son</i>
lāy, <i>to place horizontally</i>	prīnts, <i>dents; impressions</i>
line, <i>a cord; a mark</i>	pīnt, <i>half a quart</i>
loin, <i>part of an animal</i>	point, <i>a sharp end</i>
lōam, <i>soft, fertile soil</i>	pōr'tion, <i>a part</i>
lōom, <i>a machine for weaving</i>	pō'tion, <i>a dose of liquid</i>
lōose, <i>not tight or close</i>	rāre, <i>unusual; infrequent</i>
loſe, <i>to be deprived of</i>	rēar, <i>to rise on the hind legs</i>
news, <i>tidings</i>	prēs'ençe, <i>nearness</i>
nōose, <i>a running knot</i>	prēs'ents, <i>gifts</i>
mīnce, <i>to chop fine</i>	pā'tience, <i>calmness in suffering</i>
mīnts, <i>places for coining money</i>	pā'tients, <i>those who are sick</i>
ōff, <i>away; departing</i>	in ġen'ioſs, <i>quick to invent</i>
ōf, <i>proceeding from</i>	in ġen'ū oſs, <i>candid</i>
pāss, <i>to leave behind</i>	līn'i ment, <i>a lotion</i>
pārse, <i>to describe grammatically</i>	līn'e a ment, <i>a feature</i>
pās'tor, <i>minister of a church</i>	ōrd'i nance, <i>a decree</i>
pāst'ſſre, <i>land used for grazing</i>	ōrd'nance, <i>artillery</i>

Lesson 330. — *Write from Dictation:*

An overthrown pillar makes a very hard pillow for the head. — You will lose your purse if you hold it so loosely in your hand. — Do not pass this lesson without parsing every word. — An ordinance of the Common Council requires the removal of snow from the streets. — A supply of heavy ordnance is kept at the arsenal. — Where did they lay the obelisk? They laid it where it still lies, on English soil. — It is a rare occurrence for the horse to rear. — Even the least tempted may well take heed lest they fall.

Lesson 331. — *Miscellaneous Words.*

hück'ster	çyn'ie	par tērre'	re gīme' (-zheem)
gŷp'sy	phthŷ'sie	par quēt'	de spāir'
o blige'	plēas'ūre	en sphēre'	ob lique'
gūēr'don	zēph'y'r	deŷ gērt'	eo ērçe'
āb'sençe	dīph'thong	rā gōut'	mēs'suage (-swēj)
scŷs'ŷors	āb'scess	ar rāign'	gro tēsque'
çinet'ūre	sŷr'inge	rou leau' (-lō)	tran sçēnd'
dū'plex	mān'āge	ty phōōn'	eaout'choue
eō'eōa	hār'ass	ob sçēne'	boūr gēois'
sīb'ŷl	boūr'geon	re çēipt'	sīnge'ing
gōs'sip	mōrt'gāge	çha rāde'	swīng'ing
ehrō'mō	shēr'iff	ere vāsse'	pŷg'mŷ
prēs'tige	vīs'cid	neigh'bor	gūīn'ea
lūs'ciōūs	stēr'ling	sū'maeh	squīr'rel
gān'grēne	steer'ing	su'gar (shōō-)	stēn'cil
liq'uid	hāz'ard	sōl'stīçe	frāe'tiōūs
mīs'chief	fūch'sia	sēiz'ūre	ēn'sign
ōak'en	hŷ'phen	Brīt'ish	knāp'säck
ō'gre (-ger)	dāhl'ia	Grē'cian	gēy'sers
ō'gle	gŷm'nast	poign'ant	thōr'ough
eōn'sciēçe	phōs'phate	sūr'geon	bū'reau (-rō)
tōr'toise	nau'seōūs	whīst'le	chīm'ney
sŷm'bol	dāç'tŷl	mīs'sal	sau'sage
sŷs'tem	phoe'nix	eāis'son	pew'ter
fō'eus	çen'taur	pāg'eant	eōm'rade
seru'ple	fau'çēs	drāeh'mā	mīr'ror
pāt'tern	gēw'gaw	fau'bourg (fō'-)	lōdg'ing
pāt'ron	pūmp'kin	beau'ty	shūt'fle
ae'gis	this'tle	bīs'muth	pēs'tle
ae'rie }	rhū'bārb	pūnch'eon	grān'ūle
ey'rŷ }	nīght'māre	chāl'dron	sehēm'ing
ey'rie }	haugh'tŷ	īn'seet	slūm'ber
oēs'trum	spē'ciōūs	hēav'en	vēs'tige
sçēp'ter	spē'cial	plān'et	pāl'lid
ru'brie	broad'elōth	ēth'ies	vāl'id
ru'ble	dām'ask	phŷs'ies	vāl'ley
stūd'ies	ōō'long	mīs'çles	strāight'wāy
sau'çer	trō'eehe	phār'ŷux	naught'ŷ

Lesson 332. — *Same Exercise Continued.*

skēp'tie	chăn'nel	ehrôn'i ele	pôn'iard (-yard)
squal'id	moun'taln	vēr'si ele	lith'o grāph
vīrt'ue	ġyp'sum	prīn'ci ple	phō'to grāph
stȳp'tie	māt'tress	prīn'ci pal	hīd'e oūs
sēr'aph	bōl'ster	ġīt'a del	spo rād'ie
suā'sion (swā'-)	rēs'in	ġīt'i zen	as ġend'ant
stīth'y	hēm'lock	pār'a dīgm	dy nām'ies
prō'lōgue	eā'lyx	pār'a pet	am bī'tious
pro līx'	bīll'iardz	plēth'o rā	ōx'y gen
ēs'eort	kēr'chief	pleū'ri sy	eū'lo ġy
ēi'ther	eūp'board	sȳm'pa thy	eū'cha rist
rēa'son	elōs'et	nē'o phȳte	phā'e ton
āb'scess	eū'proid	sōph'is try	mār'i ner
E'rie	rhōm'boid	ōē'ġi dent	ġāz'et teer'
Tues'day	eūl'vert	āē'ġi dent	vēr'di grīs
Wēdnes'day	vāl'anġe	lām'bre quīn	fīl'a ment
oint'ment	ōr'frāys	ōr'i fīġe	rēs'i noūs
ān'cient	lēe'tern	ōr'a ele	vēn'om oūs
trān'sient (-sh)	rhȳth'mie	ām'a teūr'	sēp'ul eher
serīpt'ūres	rhȳm'ster	eōn'noīs seūr'	sēp'ul tūre
knōwl'edġe	wrīġ'gle	Mīeh'aēl mas	jew'el er
mēas'ūre	rīġ'id	vīn'ai ġrette'	trāv'el er
lān'ġuid	rīġht'eous	vēr'sa tile	wor'ship er (wūr-)
hȳs sop	brīġht'ness	vēs'i ele	fīe'as see'
hȳmen	blīthe'sōme	mȳr'mi don	līt'er al
sehōl'ar	ġȳ'eloid	pēn'i tenġe	mēr'ri ment
ān'swer	ī'ġi ele	in ġēs'sant	sēv'er anġe
eūsh'ion (-un)	ġēl'er y	tōm'a hāwk	ām'e thȳst
stēad'y	eūr'ri ele	jū'ni per	trāġe'a ble
chēq'uered	hȳp'o erīte	hōl'o eāust	mār'ble īze
ehrys'a lis	quēr'ū loūs	eō'quet ry	Fāh'en heīt
wāy'wōde	ōb'lo quy	trāġ'a eānth	dēf'i nīte
plēas'ant	vāē'ū um	prō'to tȳpe	sġīn'til lāte
pitch'er	knāv'er y	ġīġh'ti eth	eāl'um ny
bā'sin	vāē'ci nāte	eō'a lēsġe'	sēp'a rate
īsth'mus	sġī'o list	tȳr'an ny	pēāġe'a ble
īs'land	mār'a bōu	ēt'i quētte'	rhēt'o rie
sehōōn'er	ehēm'ie al	ēx'qui ġite	rhāp'so dist

Lesson 333. — *Same Exercise Continued.*

rēs'tau rant (-tō-)

rīd'i eūle

rēt'ro grāde

rēp'ri mänd

rēp'ro bāte

serōf'ū lā

rēs'o nant

rāil'ler y

chās'ū ble

mān'i ple

mān'a ele

guār'an ty

prēj'ū diçe

ār'ti fiçe

phÿ's'i çist

dif'fi eult

mīt'i gāte

nū'tri tīve

ehār'ae ter

mōn'ū ment

dis çī'ple

ae knōwl'edçe

ae quāint'ançe

eon çēit'ed

a sÿ'lum

eōm'plai sänçe'

suf'fi'cient

as sign'ment

in diēt'ment

in nōx'ioūs

a bey'ançe

a chiēve'ment

ex chēc'uer

çīm'e ter

sçīm'e tar

sçÿm'e tar

pro bōs'cis

an tēn'næ

hÿ'gi ēne'

hī'e rāreh

sÿn'ehro nōūs

ān'ti tÿpe

skēl'e ton

sūr'çin gle

dī'a phrāgm

Phār'i see

Sād'dū çe

au'to grāph

au'to tÿpe

phō'no grāph

tēl'e phōne

hÿp'o eāust

mēt'a phor

sīm'i le

pōl'i çy

sōph'ist ry

ēf'fer vēsçe'

mēeh'an ism

sÿl'lo gÿsm

ēe'sta sy

eōr'ru gāte

eōr'us eāte

çhiv'al rie

āv'er age

ehil'i āreh

chīne'a pīn

īn'fer ençe

eōr'pus çle

āi'guil lētte'

ē'qui poiçe

pōs'i tīve

nēg'a tīve

Hū'gue nōt

Pōr'tu guēçe

pōl'y tēh'nie

mēr'e trī'cioūs

eōn'va lēs'çençe

ēv'a nēs'çençe

ex traōr'di na ry

ām'phi thē'a ter

Da guērre'o tÿpe

men āg'e rīe (-āzh-)

Eu stā'ehi an

Eu tÿeh'i an

E lÿs'i um

sēign eū'ri al

re eōn'nōis sänçe

stē're o tÿpe

e lēe'tro tÿpe

py rām'i dal

mae ād'am īze

an nī'hil āte

ex āç'er bāte

in fīn'i ty

i sōs'çe lēs

in īq'ui ty

pōr'phy rīt'ie

trī sÿl'la ble

a vail'a ble

in fāl'li ble

quēst'ion a ble

in dēl'i ble

in serÿ'ta ble

ex prēs's'i ble

eom mēnd'a ble

diç cēr'n'i ble (-zēr'n-)

de strüet'i ble

īn'dis pēn'sa ble

rēp're hēn'si ble

īr're prōach'a ble

īn'de fēas'i ble

a bōm'i na ble

im pēn'e tra ble

īr're spōn'si ble

Lesson 334. — *Same Exercise Continued.*

in eor'ri gi ble  
 in'eor rupt'i ble  
 im'per cęp'ti ble  
 in ęl'i gi ble  
 ır're ęst'i ble  
 in ęx'o ra ble  
 in dü'bi ta ble  
 in'de fät'i ęa ble  
 in'eom pät'i ble  
 in'di vię'i ble  
 in äl'ien a ble  
 in sęp'a ra ble  
 in ęv'i ta ble  
 ün'ad vię'a ble  
 sýn'a ęögue  
 pęn'ta teüeh  
 ęýn'o sure  
 Es'quí mauX (-mō)  
 mäs'sa ere (-ker)  
 hý'a ęynth  
 vię'i ble  
 přęç'i přę  
 pără ox ýsm  
 händ'ker chľef  
 ęx haust'ion  
 pneü mät'ies  
 pa ró'ehi al  
 psý ehöl'o ęy  
 e sөph'a ęüs  
 re cęp'ta ele  
 ad di'tion al  
 pre ęe'eu pied  
 as sө'çi ate (-shý-)  
 un chänge'a ble  
 eom mis'er äte  
 as sım'i läte  
 pre ęip'i toüs  
 sym pө'si üm

mys tә'ri oüs  
 e ęrę'gi oüs  
 oph thäl'mi ä  
 hý'po ehön'dri ae  
 hý'p'o erit'ie al  
 hý'dro phө'bi ä  
 při'mo ęęn'i türe  
 dęl'e tә'ri oüs  
 ıl'le ęit'i mate  
 läb'y rynth'i an  
 fea'si bil'i ty  
 hös'pi täl'i ty  
 än'i mös'i ty  
 mäg'na ným'i ty  
 eön'san ęuñ'i ty  
 in'ere dü'li ty  
 pēr'spi eäç'i ty  
 pläü'si bil'i ty  
 ęęn'er ös'i ty  
 äs'si dü'i ty  
 mäh'te mät'ie al  
 in'de tә'rmi nate  
 pät'ri mө'ni al  
 in'ea päç'i täte  
 męt'a phý's'ie al  
 hý'po thęt'ie al  
 sım'ul tä'ne oüs  
 hө'mo ęę'ne oüs  
 trig'o nöm'e try  
 pär'hä męt'a ry  
 a nön'y moüs  
 phý län'thro py  
 phý lös'o phy  
 as sid'ü oüs  
 eom mü'ni ty  
 im pēr'a tıve  
 ır rël'e vant  
 di plө'ma ęy

le vi'a than  
 op prө'bri oüs  
 heb döm'a dal  
 i dö'l'a try  
 eon spir'a ęy  
 dię hön'est y  
 e eön'o my  
 eom pä'ssion ate  
 ęx hıl'a räte  
 ęx hıb'it ıve  
 ęx öñ'er äte  
 pa rısh'ion er  
 zo ö'l'o ęy  
 o rıg'i nal  
 mu nıç'i pal  
 eha lý'b'e ate  
 an äeh'ro ným  
 a näl'y sis  
 a mýg'da loid  
 be nęf'i ęent  
 sig nıf'i eant  
 pre dıe'a ment  
 in täl'li ęent  
 a näreh'ie al  
 re püb'lie an  
 än'aes thęt'ie  
 än'a lýt'ie  
 sým'pa thęt'ie  
 än'a pęst'ie  
 ęp'i dëm'ie  
 dıf' fer ęn'tial  
 męt'a mör'phie  
 nę'o pläs'tie  
 prө'to pläs'mie  
 prө'to mār'tyr  
 rhө'do dęn'dron  
 sän'i ta ry  
 sän'ęui nä ry

Lesson 335. — *Same Exercise Continued.*

es thēt'ies  
 me phīt'ie  
 ehrō māt'ie  
 pro vīu'cial  
 Ga lā'tianſ  
 ehrŷ's a lis  
 hī'o plāsm  
 prō'to plāsm  
 pāl'imp sest  
 eor'a ele  
 eūr'ri ele  
 pēl'i ean  
 āl'ba trōss  
 pār'a chūte  
 āp'ter ŷx  
 wāg'ger y  
 hīs'to rīeſ  
 mŷ's'te rīeſ  
 grō'ger iēſ  
 wīt'ti cīsm  
 erīt'i cīsm  
 ōx'y gēn  
 hŷ'dro gēn  
 nī'tro gēn  
 strāt'e gŷ  
 stūff'i neſſ  
 Stāg'i rīte  
 mād're pōre  
 nāu'ti lūs  
 mēt'ro nōme  
 mēs'mer īsm  
 hy drau'lies  
 erus tā'cean  
 ee gēn'trie  
 he gī'rā  
 e chī'nūs  
 as sēm'blage  
 ee stāt'ie

Gāl'i lē'an  
 mǎe'a rōn'ie  
 ān'a lŷt'ie  
 ptēr'o dāc'tyl  
 hēr'me neū'ties  
 thēr'a peū'ties  
 ēx'e gē'sis  
 mīs'cel la nīeſ  
 nēc'es sa rīeſ  
 ēp'i glōt'tis  
 phāl'an stēr'y  
 pān'to mīm'ie  
 spērm'a cē'tī  
 ē'qui nōe'tial  
 hŷ'dro stāt'ies  
 mī'aſ māt'ie  
 nū'mis māt'ie  
 tēm'po ra ry  
 pān'e gŷr'ie  
 po lŷg'o nal  
 pe trō'le ūm  
 a nāl'o gōūs  
 de cīd'ū oūs  
 eōt'y lē'don  
 eu nē'i fōrm  
 em broid'er y  
 eom mōd'i ty  
 suf fī'cien gŷ  
 syn ōp'tie'al  
 syn ēē'do ehe  
 stan nīf'er oūs  
 ī guā'no don  
 ī sōs'ge lēſ  
 mis ān'thro py  
 he gēm'o ny  
 as sās'sin āte  
 an tīq'ui tīeſ  
 pan tēh'ni eon

stē're ōp'ti eon  
 ēs'eha tōl'o gŷ  
 ār'ehe ōp'ter ix  
 mēg'a thē'ri ūm  
 plē'si o sau'rūs  
 pāeh'y dērm'a toūs  
 pū'sil lān'i moūs  
 pān'ti sōe'ra gŷ  
 eār'a vān'sa ry  
 ē'qui līb'ri ūm  
 ēp'i thē'li ūm  
 hŷ'dro phō'bi ā  
 sūe'ce dā'ne oūs  
 Pŷth'a gō're an  
 mōn'o sēp'a loūs  
 mēt'a mōr'pho sīs  
 pār'a pher nā'liā  
 ēp'i tha lā'mi ūm  
 pā'le o thē'ri an  
 ān'thro po mōr'phie  
 an āeh'ro nīsm  
 me tēm'py ehō'sis  
 pa pīl'io nā'ceoūs  
 pār'a bōl'ie al  
 u tīl'i tā'ri an  
 ēm'py reu māt'ie  
 trīg'o no mēt'rie  
 pō'lar i zā'tion  
 īn'fin i tēs'i mal  
 tē'le o lōg'ie al  
 hēt'er o gē'ne oūs  
 īn'cōm'pre hēn'si ble  
 ne cēs'si tā'ri an  
 īn'eo hēr'en gŷ  
 īn'eo mēn'su rable  
 im pōs'si bīl'i ty  
 ma tē'ri al īst'ie  
 ēp'i eu rē'an



Lesson 336.—*Abbreviations in Common Use.*

A. or Ans., Answer	Bbl., Barrel, Barrels
A. or Adj., Adjective	B. C. L., Bachelor of Civil Law
A. A. G., Assistant Adjutant General	B. D., Bachelor of Divinity
A. B., Bachelor of Arts	B. L. or LL. B., Bachelor of Laws
A. B. C. F. M., American Board of Commissioners for Foreign Missions	Bp., Bishop
Abl., Ablative	Brig. Gen., Brigadier General
Abp., Archbishop	Cal., California
A. C. or B. C., Before Christ	C. E., Canada East; Civil Engineer
Acc., Accusative	Co., Company; County
Acct., Account	Col., Colonel; Colossians
A. D. ( <i>Anno Domini</i> ), In the year of our Lord	Cor., Corinthians
Ad. or Adv., Adverb	Ct. or Conn., Connecticut
Adj't., Adjutant	Cwt., Hundred-weight
Ad lib., At pleasure	C. O. D., Collect on Delivery
Adm., Admiral	Can't, Can not
Æt. ( <i>Ætatis</i> ), Of Age; Aged	Could n't, Could not
A. G., Adjutant- or Accountant General	D. C., District of Columbia
Ag't., Agent	D. C. L., Doctor of Civil Law
A. H., In the year of the Hegira	D. D., Doctor of Divinity
A. H. M. S., American Home Missionary Society	Del., Delaware; ( <i>delineavit</i> ) he or she drew it
Al. or Ala., Alabama	Dem., Democrat
A. M., Master of Arts; Before Noon; In the Year of the World.	Dept., Department
Am., Amos; American	Deut., Deuteronomy
Ap., Ap'l, Apr., April	Did n't, Did not
Ark., As., Arkansas	Dist. Att'y., District Attorney
Att. or Att'y, Attorney	D. T., Dakota Territory
A. U. C., In the year from the building of the city	Dr., Doctor; Debtor
A. V., Authorized Version	D. V. ( <i>Deo Volente</i> ), God willing
	E., East; Eastern
	Eccles. or Eccl., Ecclesiastes
	E. g. ( <i>exempli gratia</i> ), For example

Lesson 337. — *Same Exercise Continued.*

E. I. Co., East India Com- pany	Ind., India; Indian; Indi- ana; Indicative
Eph., Ephesians	Inst., The present month
Esq. or Esq'r., Esquire	Jan., January
Et. al., And others; And else- where	Jr or Jun., Junior
Etc. or &c., And so forth	K., King; Knight
Fr., France; French; Francis	Kan. or Ks., Kansas
F. or f., Feminine; Francis	K. B., Knight of the Bath
Feb., February	K. C., King's Counsel
Fahr., Fahrenheit	K. C. B., Knight Commander of the Bath
Fl., Flemish; Florins; Flor- ida	Ken. or Ky., Kentucky
Fla., Florida	K. G., Knight of the Garter
Fri., Friday	K. G. C. B., Knight of the Grand Cross of the Bath
F. R. S., Fellow of the Royal Society	Km or Kingd., Kingdom
Ga., Georgia	Kt., Knight
Gal., Galatians; Gallons	La. or Lou., Louisiana
Gen., Genesis; General; Ge- nevan; Genitive	Lat., Latin; Latitude
Geo., George	Lb. ( <i>libra</i> ), A pound in weight
Had n't, Had not	L. or £., A pound sterling
H. B. M., His or Her Brit- annic Majesty	L. C., Lower Case.
Hdkf., Handkerchief	L. I., Long Island; Light Infantry
Heb., Hebrews	Lieut. or Lt., Lieutenant
Hhd., Hogshead, Hogsheads	LL. D., Doctor of Laws
Ib or Ibid, In the same place	L. S., Place of the Seal
I'd, I would; I had	M., Monsieur; Masculine; Meridian; Monday; Thou- sand; Minute; Miles
I. e. ( <i>id est</i> ), That is	M. A., Military Academy; Master of Arts
I. H. S., Jesus, the Savior of Men	Mass., Massachusetts
Ill., Illinois	M. C., Member of Congress
I'll, I will	M. D., Doctor of Medicine
Imp., Imperial; Imperative; Imperfect	Md., Maryland
Incog., Unknown	Me., Maine
	Mr., Mister; Master

Lesson 338. -- *Same Exercise Continued.*

Messrs, Gentlemen; Sirs	Ob. ( <i>obit</i> ), Died
MS., Manuscript	Obs., Obsolete; Observation
MSS., Manuscripts	Obt., Obedient
MM. ( <i>Messieurs</i> ), Gentlemen	Oct., October
Mich., Michigan	Ol. or Olym., Olympiad
Miss., Mi., Mississippi	On., Or., Oregon
Mo., Missouri	O. S., Old Style
Minn., Minnesota	O. T., Old Testament
Mne., Madame	Oz., Ounce, Ounces
Mon. or Mond., Monday	P., Page; Participle; Pipe;
M. P., Member of Parlia- ment; Municipal Police	Past
Mrs. (pro. Missis), Mistress	Pa. or Penn., Pennsylvania
Mus. Doc., Doctor of Music	Per cent., By the hundred
N., New; North; Noon;	P. M., Postmaster; Passed
Noun; Neuter	Midshipman; Afternoon
N. A., North America	P. O., Post-Office
Na., Neb., Nebraska	Ph. D., Doctor in Philosophy
N. B., New Brunswick; ( <i>Nota</i> <i>Bene</i> ), Take Notice	Phil., Philip; Philippians;
N. C., North Carolina	Philemon
N. E., North-East; New Eng- land	Pinx. or Pxt., He or she painted it
Nev., Nevada	Pk., Peck, Pecks
N. H., New Hampshire	Pl., Plate; Place; Plural
N. J., New Jersey	P. S., Postscript
N. L. or N. Lat., North Lat- itude	Ps., Psalm
N. N. E., North-North-East	Pp., Pages
N. N. W., North-North-West	Prox., The next month
No., Number	Prov., Proverb; Province;
Nov., November	Provost
N. S., Nova Scotia; New Style	Pro tem., For the time being
N. T., New Testament	Q. or Qy., Query
N. W., North-West	Qu., Queen; Quintus; Ques- tion
N. Y., New York	Q. B., Queen's Bench
O., Ohio; Oxygen	Q. C., Queen's Counsel;
	Queen's College
	Q. E. D., Which was to be demonstrated

Lesson 339. — *Same Exercise Continued.*

Q. E. F., Which was to be done	S. P. Q. R., Senate and People of Rome
Qr., Quarter; Quire; Farthing	St., Saint; Street; Strait; Stone
Qt., Quart; Quantity	S. T. D., Doctor of Sacred Theology
Q. v. ( <i>quod vide</i> ), Which see	Sup., Superior; Superlative
Rev., Reverend	T., Town; Territory
R., Railway; River; Roods; Rods; ( <i>rex</i> ) King; ( <i>regina</i> ) Queen	T. or Tues., Tuesday
R. A., Royal Academy; Royal Artillery; Russian America	'T was, It was
R. E., Royal Engineers	Uh., Utah
Rep., Republican; Representative	Ult., Of the last month
R. I., Rhode Island	U. S., United States
R. R., Railroad; Right Reverend	U. S. A., United States of America; United States Army
R. S. V. P., Answer, if you please	U. S. M., United States Mail; United States Marine
Rt. Hon., Right Honorable	U. S. N., United States Navy
Rt. Rev., Right Reverend	U. S. S., United States Senate, Ship, or Steamer
S., South; Sign; Saint; Saturday; Sunday; Shilling	Va., Virginia
S. A., South America; South Africa; South Australia	Ver. or Vt., Vermont
S. C., South Carolina	Viz., To-wit; namely
Sc., To-wit; he or she engraved it	Vs. ( <i>versus</i> ), against
Sch., A Note; a Schooner	W., West; Week; Wednesday
Sen., Senator; Senior	W. I., West India; West Indies
Sep. or Sept., September, Septuagint	Won't, Will not
S. L. or S. Lat., South Latitude	W. S. W., West-South-West
S. M., Short Meter; State Militia	W. T., Washington Territory
Soc., Society	W. Va., West Virginia
Sq. ft., Square feet	X., Christ
	Yds., Yards; Yd., yard
	Y. or yr., Year
	Ye, The; Thee
	Y. M. C. A., Young Men's Christian Association

**Lesson 340.**— *A few Foreign Words and Phrases often Quoted in English Books.*

- Ab initio*, L. From the beginning  
*Ad astra per aspera*, L. To the stars through difficulties  
*Ad captandum vulgus*, L. To catch, or please, the crowd  
*Ad infinitum*, L. Without limit  
*A discrétion*, F., (dis krā se on'). Without restriction; at pleasure  
*Ad valō'rem*, L. According to the value  
*A la françaïse*, F. After the French fashion  
*Alias*, L. Otherwise  
*Alibi*, L. Elsewhere  
*Alma Mā'ter*, L. A fostering mother—said of a college  
*Alūm'nus*, *Alūm'ni*, L. A graduate; graduates  
*Alter ego*, L. Another self  
*Amende honorā'ble*, F. Satisfactory apology; reparation  
*Amour prōpre*, F. Self-love; vanity  
*Ancien Rēgime*, F., (on se on rā zheem'). Ancient order of things  
*Anglice*, L. In the English manner or language  
*A priō'ri*, L. From the cause to the effect  
*A fortiō'ri*, L. With stronger reason  
*A propōs*, F. To the point, seasonably  
*Au revoir*, F., (ō rēv wār). Till we meet again  
*Au troisième*, F., (ō trwā ze āme'). On the third floor  
*Beau idéal*, F., (bō ē dā āl'). A model of perfection  
*Beau monde*, F., (bō mond). The gay world  
*Bizarre*, F., (be zār'). Odd; fantastic  
*Blâsé*, F. Surfeited; incapable of enjoyment  
*Belles Lettres*, F., (bel lētr). Elegant literature  
*Bijou*, F., (bē zhōō'). A jewel  
*Billet doux*, *Billet d'amour*, F. A love-letter  
*Bou le ver sé*, F. Overturned; upset  
*Brā'vo*, *brā'va*, Ital. Well done  
*Cæ'te'ris pâr'i bus*, L. Other things being equal  
*Car bo nâ'rî*, Ital. Members of a secret political society  
*Carte blâ'nche*, F. Free permission; *lit.*, white paper  
*Carte de visî'te*, F. A small photograph upon a card

Lesson 341. — *Same Exercise Continued.*

- Căsus Běl'li*, L. An occasion of war  
*Catalogue raisonné*, F. A catalogue according to subjects  
*Châ cun à son gout*, F. Every one to his taste  
*Champs Elysées*, F., (shän sâ lēzā'). The Elysian Fields  
*Chef d'œuvre*, F., (shā düvr'). A masterpiece  
*Chef de cuisine*, F., (shā dü kwe zēn'). Head cook  
*Oi devant*, F., (sē dü vān'). Formerly; former  
*Coiffeur*, F., (kwä fūr'). A hair dresser  
*Comme il faut*, F., (kom ē fō'). As it should be  
*Compos mentis*, L. Of a sound mind  
*Congé*, F., (kon zhā). Dismission; taking leave  
*Cortège*, F., (kor täzh'). A train of attendants  
*Coup d'état*, F., (kōō dā tä'). A violent measure of policy  
*Coup d'œil*, F., (kōō dü ē'). A rapid glance of the eye  
*Qui bō'no*, L. For what good?  
*De jactō*, L. Actually; by one's own authority  
*De jū'cto*, L. By right  
*Dieu et mon droit*, F., (dē ũ ā mon drwä). God and my right  
*Distingué*, F., (dis tăn gā'). Eminent; distinguished  
*Dolce far niente*, Ital., (dōl'chā fār nē ēn'tū). Sweet idleness  
*Eccē Hō'mo*, L. Behold the man  
*Em ployé*, F., (ām plwä yā'). A person employed by another  
*Entente cordiale*, F. Friendly relations between states  
*Eclat*, F., (ā klā'). Splendor; applause  
*Em bon point*, F., (ān bon pwān). Corpulence  
*Ennui*, F., (ōn nwē'). Mental weariness  
*Entrée*, F., (ōn trā'). Entrance; right of admission  
*Entre nous*, F. (ōntr nōō). Between ourselves  
*E plū'ribus ũ'num*, L. One out of many  
*Esprit de corps*, F., (es prē'dū kōr'). Spirit of a collective body  
*Eurē'ka*, Gr. I have found it; motto of California  
*Ex officio*, L. By virtue of office  
*Ex pā'r'te*, L. On one side only  
*Ex tem'po re*, L. Without premeditation  
*Fac sim'i le*, L. A perfect imitation  
*Fac to'tum*, L., (lit. *do all*). A man of all work  
*Fī nā'le*, Ital. The conclusion

Lesson 342. — *Same Exercise Continued.*

*Hors du combat*, F., (ôr dü kon bā'). Disabled from fighting  
*In statu quo*, L. In the former state  
*In tō'to*, L. Wholly  
*Ipse dix'it*, L. Himself said it; dogmatism  
*Jet d'eau*, F., (zhā dô'). A jet of water  
*Jeu d'esprit*, F., (zhü des prē'). A play of wit  
*Mardi Gräs'*, F. Shrove Tuesday  
*Mag'na Chär'ta*, L. The Great Charter  
*Mediocre*, F. Of ordinary ability  
*Multum in parvo*, L. Much in little  
*Naiveté*, F., (nä ëv tä'). Simplicity  
*Noblesse oblige*, F., (nō blēs'o blēzh'). Rank involves obligation  
*Nom de plume*, F., (non dü plüme'). A literary title  
*Nom de guerre*, F. An assumed name  
*Ne plus ul'tra*, L. Nothing beyond  
*Nonchalance*, F., (non shä lāns'). Indifference  
*Post Mór'tem*, L. After death  
*Pá'ter Nór'ter*, L. Our Father; the Lord's Prayer  
*Príma façade*, L. Self-evident  
*Pro bō'no Público*, L. For the public good  
*Recherche*, F., (ré shēr'shā). Rare; choice; select  
*Rendezvous*, F., (ron dā vōo). A place of meeting  
*Sauve qui peut*, F., (sōv kē pū'). Save himself who can  
*Savoir faire*, F., (sav wär fār); (lit., To know what to do);  
 ability; tact  
*Savoir vivre*, F., (sav wär vëvr); (lit., 'To know how to  
 live); good breeding  
*Sang froid*, F., (frwä). Cold blood; self possession  
*Sí'ne dí'e*, L. Without day; said of indefinite adjournment  
*Sí'ne quā non*, L. Indispensable condition  
*Soi disant*, F., (swä dezān). Self-styled  
*Soirée*, F., (swä rā'). An evening party  
*Sui gën'eris*, L. Of its own kind; peculiar  
*Ul'tima Thū'le*, L. The uttermost limit  
*Ul'timā'tum*, L. The last or only condition  
*Via*, L. By way of  
*Ví'ce ver'sa*, L. The terms being exchanged  
*Vive la Republique*, F., (vëv lä rā püb lëk). Long live the  
 Republic

**Lesson 343.** — *Recapitulation of Rules for Spelling Derivatives.*

**RULE I.**—Words ending in *y* preceded by a consonant change *y* to *i* before a suffix beginning with *a*, *e*, *o*, or a consonant, but retain *y* before a suffix beginning with *i*; *e. g.*, *ferry*, *ferriage*; *early*, *earlier*; *holy*, *holiness*; *carry*, *carrying*, *carriage*.

*First Exception.*—Excepting *dry* in its comparative and superlative, adjectives of one syllable ending in *y* retain this letter before a suffix; *e. g.*, *dryness*, *shyness*.

*Second Exception.*—A few derivatives in *kin*, *hood*, and *ship* also retain the *y*; *e. g.*, *babyhood*, *suretyship*.

Words ending in *y* preceded by a vowel usually make no change before a suffix; but *daily*, *laid*, *paid*, *said*, and *staid*, are exceptions.

Most words ending in *uy* follow Rule I, as *u* in such cases is usually not a vowel but a consonant; *e. g.*, *colloquies*.

Words ending in *ie* change those letters to *y* before the suffix *ing*; as, *lie*, *hying*; *die*, *dying*; *lie*, *lying*.

**RULE II.**—Monosyllables and accented syllables, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel; *e. g.*, *bag*, *baggage*; *clan*, *clannish*. *Gaseous* is an exception.

Though the last syllable of a verb may be accented, yet if the accent is changed in the derivative so as to fall upon an earlier syllable, the final consonant is not doubled; *e. g.*, *refer*, *reference*. *Excellence* is an exception.

**RULE III.**—Words ending in *e* drop this letter before any suffix beginning with a vowel; *e. g.*, *use*, *usage*.

*First Exception.*—When preceded by *c* or *g*, final *e* is retained before a suffix beginning with *a* or *o*, which would alter the sound of those consonants, as *charge*, *chargeable*.

*Second Exception.*—Final *e* is retained in a few present participles to distinguish them from the participles of other verbs nearly similar in spelling; *e. g.*, *dyeing*, *singeing*; also in *hoeing*, *shoeing*, and *tocing*, *agreeing*, *agreeable*.



**Lesson 346. — Rules for Punctuation.**

Marks of punctuation assist the reader by pointing off written or printed matter into sentences and parts of sentences. Such division serves to render the sense more intelligible.

The marks most commonly used are the Period, Colon, Semicolon, Comma, Dash, Curves, Brackets, and the points of Exclamation and Interrogation.

The PERIOD (.) is used at the end of a declarative or imperative sentence, and after every abbreviated word; as, "*Geo. H. Brown, M. C., is at the Tremont House.*" "*Obey your parents.*"

The COLON (:) separates the members of a sentence when they are but slightly related to each other, and is often placed before examples and direct quotations: *e. g.*, "*Cromwell dismissed the Long Parliament with these contemptuous words: 'For shame! Get you gone! Give place to honest men!'*"

The SEMICOLON (;) separates the clauses of a complex sentence, when each forms a grammatical whole, or when all have a common dependence upon the leading clause; *e. g.*, "*Six English kings were deposed; five lost their lives as well as their crowns.*" See also Dictation Lesson, p. 150.

The COMMA (,) is used to mark the divisions of more closely compacted sentences. It points off, (1) The name of an object addressed; as, "*My son, hear my voice;*" (2) A noun in apposition, when limited by one or more words; as, "*Jude, the servant of Jesus Christ, and brother of James;*" (3) Several interjections and adverbs; as, "*And, lo, the star, which they saw in the east, went before them;*" (4) Adverbial, participial, and relative clauses; as, "*Cornwallis having surrendered, the war was soon closed;*" and (5) Words joined in pairs; as, "*Joy and grief, health and sickness, life and death, fill the chequered scene.*"

Where a conjunction is omitted, a comma usually marks its place; *e. g.*, "*One firm, decisive blow.*"

**Lesson 344. — Rules for Capital Letters.**

The following words must begin with capitals:

1. The first word of every sentence and of every line of poetry.
2. Every Proper Noun; *e. g.*, *Philip, London, Ganges, Asia*
3. Every Common Noun when personified; *i. e.*, when dressed or conceived of as a person; *e. g.*,

*"The Night is mother of the Day,  
The Winter of the Spring."*

4. Titles of respect and of station, and all abbreviations of such titles; *e. g.*, *Hon. Gabriel Smith, M. C.*
5. Adjectives derived from proper nouns; *e. g.*, *Christianity*; the *Ptolemaic theory*; *Roman pearls*.
6. All appellations of the Deity and of his revelations; *e. g.*, *The New Testament*.
7. The first word of a direct quotation, and of each one of a series of phrases distinctly numbered. See Dictation below.
8. Leading words in the titles of books; *e. g.*, *The Land We Live In*.
9. Words denoting important events, and names of sects and incorporations; *e. g.*, *The Seven Weeks War*; *the London Board of Trade*.
10. The pronoun I and the interjection O.

**Lesson 345. — Write from Dictation :**

"He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by laws, giving his assent to their acts of pretended legislation

"For quartering large bodies of armed troops among us

"For cutting off our trade with all parts of the world;

"For imposing taxes upon us without our consent," etc.

**Lesson 346. — Rules for Punctuation.**

Marks of punctuation assist the reader by pointing off written or printed matter into sentences and parts of sentences. Such division serves to render the sense more intelligible.

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Where a conjunction is omitted, a comma usually marks its place; *e. g.*, "*One firm, decisive blow.*"

**Lesson 347.—Same Exercise Continued.**

INVERTED COMMAS, or Quotation Points, (" ") are used to mark a passage borrowed from another writer; or in dialogue, the words of different speakers; *e. g.*, "*Lay down your arms!*" *cried the Persian herald.* "*Come and take them!*" *replied the Spartans.*

The APOSTROPHE (') either marks the possessive case of a noun, or shows the omission of a letter or letters in a word; *e. g.*, "*John's race is ended.*" "*'Twas bright, 'twas heavenly, but 'tis past.*"

The CURVES ( ) enclose words which form no necessary part of the sentence, but are thrown in to explain, enforce, or add to its meaning; *e. g.*, "*I know that in me (that is, in my flesh) dwelleth no good thing.*" The words enclosed are termed a parenthesis.

The DASH (—) marks a sudden pause or transition, or takes the place of the curves; *e. g.*, "*A great truth has power—such is God's providence—to call a nation into being, and live by the life it imparts.*"

BRACKETS [ ] are used when a word or phrase is introduced, as by an editor, to explain the writing of another; *e. g.*, "*This wonderful nation [the Romans] civilized by their laws what they had conquered by their arms.*"

An INTERROGATION POINT (?) is placed at the end of a question; as, "*Where are the wise?*"

An EXCLAMATION POINT (!) marks the close of an exclamatory sentence. It is often placed after an interjection, or an impassioned address; *e. g.*, "*O sorrow! cruel fellowship!*" "*Behold! we know not anything.*"

The ASTERISK (\*), the OBELISK (†), the DOUBLE DAGGER (‡), and the PARALLELS (||), are used to refer to notes in the margin or at the bottom of the page.

The HYPHEN (-) separates the parts of a compound word, or the syllables of a word divided at the end of a line. See Lesson 91.

The SECTION (§) denotes the divisions of a treatise.

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